

UC
CE

Cooking

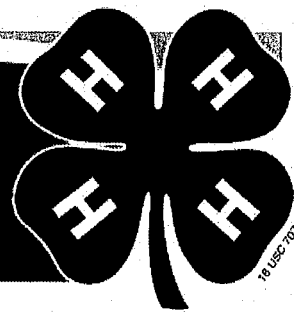


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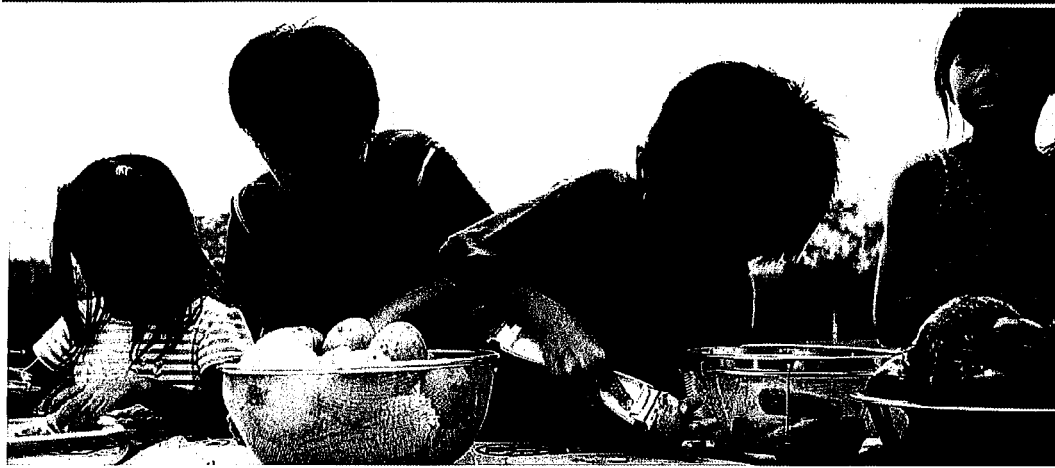


This We Believe:

- 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 COOKING PROJECT



In this project, youth learn about foods by partnering with adults in the kitchen to plan and cook food. Explore the science, nutrition and history of cooking while promoting healthy eating and resource management.

- Learn how to select, prepare and store cooked food items.
- Explore the many methods of cooking, which include roasting, stir frying, grilling, barbecuing, smoking, boiling, steaming, braising and microwaving.
- Use USDA's MyPlate to plan meals and make balanced food choices.

4-H THRIVE

Help youth:

Find a Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about cooking that excites them.

Flex the 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 goal

Help youth use the GPS system to achieve their goals.

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

Pursue Strategies: Create a step-by-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?

Ask for help

Ask project members how they can use their passion for cooking food 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.

Identifying Tools Commonly Used

- Identify tools commonly used in the kitchen.
- Learn to read a recipe.
- Review basic kitchen hygiene including washing hands and tying up hair.
- Measure ingredients using a variety of methods.
- Learn how to be safe in the kitchen, including using heat and handling sharp objects.
- Learn how to keep the kitchen clean.
- Demonstrate how to wash produce and handle meat safely.

Learning More Ingredients

- Research how to cook and make recipes vegetarian.
- Use MyPlate to plan and prepare a meal.
- Alter a recipe to make it more healthful.
- Identify cuts of meat and how to prepare them.
- Conduct a food sensory experiment, such as tasting and comparing olive oil.
- Demonstrate how to use a food thermometer.
- Learn how to use knives for different purposes.
- Know how to select high quality products.

Explaining Depth of the Project

- Create a personal file of at least 25 cooked recipes.
- Learn how to determine the caloric value of meals.
- Explore careers in the cooking industry (e.g. visit a butcher or chef).
- Identify key nutrients and their health benefits.
- Know different methods of cooking (listed above) and when to use them.
- Research herbs and spices and how you can use them in your cooking.
- Learn how to start and use a BBQ safely.

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

Light Your Spark

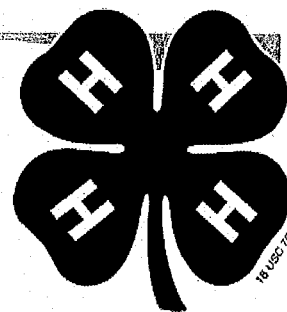
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Healthy Living

- Learn how to read nutrition labels. Use this information to select the most healthful options.
- Visit several grocery stores and compare the cost of similar foods.
- Learn how to make a weekly meal plan and grocery list.
- Research the benefits of cooking at home and eating together as a family.

Science, Engineering, and Technology

- Research differences between proteins in plant- and animal-based foods. Plan a vegetarian diet that includes all the essential amino acids.
- Develop a snack product as if you were a food scientist developing a new food. Create a commercial to market your new creation (Check out www.samanimation.com)

Citizenship

- Develop an understanding and appreciation for a variety of cultures by learning to cook traditional foods from different countries.
- Volunteer to cook a meal at a community food kitchen or low income housing site.
- Increase community awareness around the environmental impacts of some eating habits.

Leadership

- Plan and cater a countywide 4-H event or fundraiser.
- Organize an "Iron Chef" competition featuring activities, cooking lessons and exhibits.
- Work with your school food service director to pilot new healthful lunch options.
- Be a Junior or Teen Leader for a 4-H Cooking Project.

- Book: *Kids Cook! Fabulous Food for the Whole Family* by Sarah and Zackary Williamson
- Kids ... Get Cooking www.obesityparentalpower.com/KidsGetCookinPowerPlayRecipes.pdf
- Kids A Cookin' www.kidsacookin.org
- MyPlate www.myplate.gov
- Eating Well www.eatingwell.com
- Rachael Ray Yum-O Foundation www.yum-o.org
- Movie: Food, Inc. *Magnolia Pictures*
- Movie: Ratatouille *Disney*
- Multicultural Cooking Network multiculturalcookingnetwork.com
- CHEFS Catalog www.chefscatalog.com
- Food Hero www.foodhero.org
- Shopping Matters www.shoppingmatters.org

Connections & Events

Curriculum

4-H Record Book

Presentation Days—Share what you've learned with others through a food-related presentation.

Field Days—During these events, 4-H members may participate in a variety of contests related to their project area.

Contact your county 4-H office to determine additional opportunities available, such as favorite foods day, a food fiesta, or nutrition and consumer science field day.

- **Healthful Cooking** - anrcatalog.ucdavis.edu/Items/64459.aspx
- **Fantastic Foods** - www.4-h.org/curriculum/foods.aspx
- **Fast Foods** - anrcatalog.ucdavis.edu/Items/64459.aspx
- **Cooking Matters** - [ccccompkins.org/nutrition/cooking-matters](http://www.cccompkins.org/nutrition/cooking-matters)
- **Grill Master** - <http://estore.osu-extension.org/productdetails.cfm?PC=2685>

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

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 www.ca4h.org/4hbook.

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

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CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY



#36

GENERAL KITCHEN SAFETY

Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.



Information available from the U.S. Consumer Product Safety Commission indicates more than 400,000 people were treated in hospitals for kitchen-related injuries during 2006. Typical injuries were cuts from knives and other sharp edges, burns from stoves, ovens, and hot pots and pans, contusions from inadvertently bumping or slipping and falling into appliances, cabinets, and counters, and strains from lifting or moving heavy appliances or other objects. General kitchen safety also includes taking precautions to prevent fires and utilizing proper food handling and preparation practices to prevent food poisoning or disease transmission.

Tips for Preventing Physical Injuries

- Always handle knives carefully and use them for their intended purposes. See Clover Safe #20 for further knife safety information.
- Clean up floor spills promptly to prevent slips and falls.
- Use oven mitts to handle heated dishes, pots, and pans. Keep hot objects away from counter edges.
- Do not use electric appliances near or in a sink, on wet counters, or with wet hands.
- Use your legs to lift heavy loads. Never attempt to lift or move a load that exceeds your strength capacity.

Tips for Preventing Kitchen Fires

- Have an ABC-rated fire extinguisher located in the kitchen and know how to use it.
- Keep combustible materials such as paper and cloth towels, napkins, recipe cards, clothing, and curtains away from stove burners.
- A prudent safety practice is to tie back long hair when using a stove.
- When lighting a gas stove burner, strike the match first and then slowly turn on the burner knob. If a gas stove pilot light goes out, turn off all the stove burners and wait for the gas to disperse before relighting the pilot light.
- Never leave food cooking on a stove unattended.
- Do not overload any electrical outlet, including those located in kitchens.
- Always follow recipe time and temperature cooking instructions when using a stove, standard oven, or microwave oven.

Tips for Preventing Food Poisoning or Disease Transmission

- Always begin your food preparation activities by washing your hands with soap and water.
- Keep food either hot or cold. The temperature of a refrigerator should be 40°F or less.
- Wash fruits and vegetables before slicing, cutting, or processing.
- Clean counter tops and cutting boards prior to starting food preparation activities. Wash can tops before opening.
- After handling and preparing raw meat, wash the preparation surface and your hands with soap and water.
- Follow food recipes precisely and completely. Do not take food preparation short cuts.
- Discard food that is not fresh.
- Promptly refrigerate left over food. Heated food should be refrigerated within two hours of cooking.
- See the University of California Cooperative Extension brochure entitled "Make It Safe - Keep It Safe, FIGHT BAC! Keep Food Safe From Bacteria" for additional information about food preparation and handling safety. This brochure is available at county Cooperative Extension offices and online at: <http://ucce.ucdavis.edu/files/filelibrary/5810/42038.pdf>

LESSON 1: FOR THE RECORD

Getting Ready to Cook!

MEETING

Date _____

Foods I prepared or helped prepare _____

I demonstrated _____

This lesson taught me the following skills _____

Some of the activities I tried _____

Type of Food Prepared	# Times Prepared	To Whom Served	Hours Spent	# Served	Cost

4-H Project Ideas for Food & Nutrition

Ideas for Your Project:

1. Ask your grandma to share some favorite recipes of hers (or yours) and ask her if she'll even teach you how to make them.
2. Check out some international cookbooks from the local library. Experiment with some recipes from your family heritage or just try some new ideas. You may discover that you like true Danish pastries or authentic Korean food. Invite your friends and neighbors to participate in an international potluck and sample food from around the world.
3. Experiment with sugar and various substitutes. Make the same recipe multiple times and vary only the sugar or substitute used. Have your family and friends participate in a blind taste test and see if they can tell the difference.
4. Visit bottling companies and ask if you can take a tour of their facilities. Have some questions prepared beforehand and interview them about their processes. Find out how they follow proper nutrition and food safety guidelines.
5. Develop your own fitness or healthy eating plan. Be sure you are getting the appropriate nutrients within the normal range of calories for your age range and are participating in the correct amount of exercise. To learn more about the food pyramid and calories, stop by the Extension Office for a copy of the new food pyramid.
6. Study how long it takes for foods to spoil and what happens as they do. (You may want to get your parent's permission before trying this one!) Leave perishable food items in room temperature for several days, checking to see what happens to them over time. Compare this to the same item left in refrigeration for the same amount of days. Record your results and create a display for your fair project.
7. Research some careers in the food industry. You might be able to interview or shadow a local person in their food industry job. Find out what level of education they needed to get their job and what kinds of tasks they do. You might look at other jobs in the food industry to understand the diversity of jobs available.
8. Compare the needs of an athlete to a sedentary person. Create eating plans for both and see how they are similar and different. You might also do a consumer study on food products marketed at athletes: sports drinks, energy bars, etc. Are they meeting the athlete's needs? [Click here for ISU's Food for Fitness and Fun web site.](#)
9. Compare prices on generic and brand name food items in the store. Or, compare prices on one item in different stores. Which was a better deal? Can you compare on price alone? What else might you need to consider?
10. Ask for a cookbook as a gift for your next birthday or holiday. Try some new recipes and cooking techniques. Cookbooks with pictures and step by step directions are handy for the beginner chef or someone wanting to learn some new tricks in the kitchen.
11. Research the food safety guidelines used by local restaurants or food stores. Put together a presentation for your 4-H club or a poster on food safety. [Click here for ISU's Food Safety web site.](#)
12. Come up with your own activity, or call the Extension Office for more great ideas. We also have several project books you can check out or purchase. These books are full of hands-on ideas for you to learn more about food and nutrition.

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.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.