

UC  
CE

# Cake Decorating



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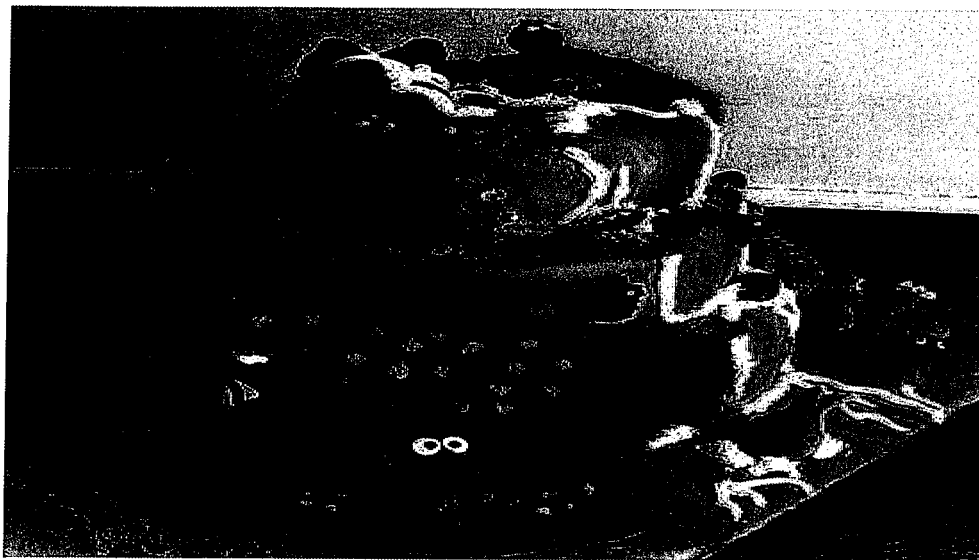
# CAKE DECORATING

## BINGO

Find someone who can sign a square acknowledging that they have done that or know the answer

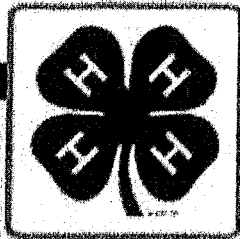
<b>Has ever decorated a cake?</b>	<b>Describe three different techniques for borders on cake</b>	<b>Knows what a dry ingredient is</b>	<b>Knows how to separate eggs</b>
<b>Can explain the use of parchment paper</b>	<b>Can name three safety tips for the kitchen</b>	<b>Knows how to properly measure dry ingredients</b>	<b>Can name three types of frosting, not flavors</b>
<b>Knows what leveling top of cake is</b>	<b>How to keep a cake moist</b>	<b>What a spreader is used for</b>	<b>Can describe the use of a coupler</b>
<b>Has ever toured a bakery and its kitchen</b>	<b>Knows how to properly clean an oven</b>	<b>Can name three types of measure</b>	<b>Can name two types of flour</b>

Depending on the size of group, limit the number of times a person can sign on the same sheet



***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 CAKE DECORATING UNITS 1 & 2 PROJECT

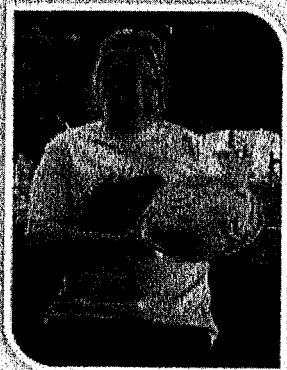
**Leader:** Terri Smith  
**Phone:** (970) 946-1745  
**Email:** jerry\_smith4@hotmail.com

**Meeting Dates:** Jan 20, Feb 24,  
March 24, April 14 & May 19

Meetings will start *promptly* at  
5:00 pm and finish by 7:00 pm

**All meetings will take place at  
the Extension Building.**

**\*\*\* If you will not be  
attending a meeting,  
please notify project  
leader as soon as  
possible \*\*\***



The cost is \$15 for Unit 1, which will be used to purchase all edible items needed to decorate all 5 cakes. There are no additional costs for Unit 2.

### **CAKE DECORATING UNIT 1: Decorating Single Layer Cakes with Edible Items. Unit 2: Character Cakes**

**Unit 1:** Learn how to bake a perfect cake, how to prepare a cake board, make and color decorator icing, apply icing smoothly and have fun decorating cakes with all edible materials.

**Unit 2:** Learn how to bake a character cake, how to prepare the cake board, and assemble a decorating bag. You will learn the 3 essentials of cake decorating: icing consistency, correct bag position, and pressure control. Learn to decorate using round, star and leaf tips.

**Project Expectations (All Units):** Members must attend a minimum of 4 project meetings, do a demonstration, complete record book and submit fair exhibit to complete project.

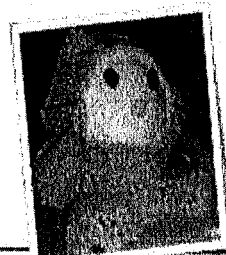
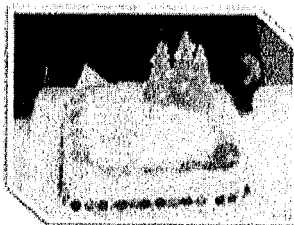
#### **Member Expectations (All Units):**

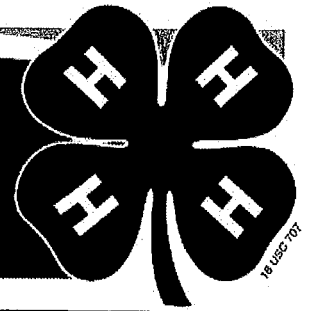
- Arrive on-time and set-up work table
- Come prepared. You are responsible for bringing your cake on a prepared cake board, appropriate quantity of decorator icing pre-colored, all supplies needed and any additional decorations needed for your cake
- Clean-up work area, kitchen and floors before departing.
- Keep track of all expenses and time allotted to project. Do your record books as you go; don't wait until the week before Fair!
- Take pictures of your cakes for your record books.
- A minimum of 4 cakes plus exhibit cake required.
- **Have Fun!**

**Parental Expectations:** Parents are not required to stay for project meetings, but are always welcome! Parents need to be on time to pick kids up if they drop them off! Please come inside to pick up your child. If your child is to be picked up by someone other than the parent/guardian, the project leader **MUST** be made aware of the arrangements **PRIOR** to start of meeting!

#### **Correspondence:**

All communications will be done via e-mail and 4-H website ([www.archuleta.colostate.edu](http://www.archuleta.colostate.edu)). If you do not have internet access, please let us know.





# 4-H BAKING PROJECT



In this project, youth learn about foods by partnering in the kitchen to plan and create baked goods. Explore the science, nutrition and history of baking while promoting healthy eating and resource management.

- Learn to bake a variety of snacks and treats, including cakes, pastries, pies, granola, breakfast bars, chips, cookies and more.
- Discover the health benefits associated with different foods.
- Explore the science behind baking, such as ratios, chemistry and ingredient interactions.

## 4-H THRIVE

### Help youth:

#### Light Their 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 baking that excites them.

#### Flex Their 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 Goals

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?

#### Reflect

Ask project members how they can use their passion for baking 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.

Engaging Youth Beginner	Learning More Intermediate	Exploring Depth Advanced
<ul style="list-style-type: none"> <li>○ Identify common pans used in baking.</li> <li>○ Learn to read a recipe.</li> <li>○ Review basic kitchen hygiene including washing hands and tying up hair.</li> <li>○ Measure wet and dry ingredients correctly.</li> <li>○ Learn how to safely use an oven and how to handle hot pans.</li> <li>○ Learn to separate eggs and discuss safe handling and eating practices.</li> <li>○ Explore other baked snacks besides sweets.</li> <li>○ Roast flavored nuts/seeds.</li> </ul>	<ul style="list-style-type: none"> <li>○ Learn to scale recipes.</li> <li>○ Alter a recipe to make it more healthful (eg., whole wheat, fat substitutes, shredded vegetables).</li> <li>○ Tour a bakery.</li> <li>○ Learn to correctly wrap and store baked goods.</li> <li>○ Explore the variables that affect baking outcomes (distance from heat, baking time and temp, etc.).</li> <li>○ Use a Dutch oven.</li> <li>○ Learn how to make fancy pie crust edges and tops.</li> <li>○ Learn how to clean an oven.</li> </ul>	<ul style="list-style-type: none"> <li>○ Create a personal file of at least 25 baked recipes.</li> <li>○ Explore careers in the baking industry.</li> <li>○ Learn to bake gluten-free.</li> <li>○ Learn how different baking materials (cast iron, ceramic, glass, etc.) transfer heat.</li> <li>○ Build a solar oven.</li> <li>○ Understand how to bake at high altitudes.</li> <li>○ Explore advanced French baking techniques.</li> <li>○ Make essential ingredients from scratch (eg., butter, flour, ground spices).</li> </ul>

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

Light Your Spark

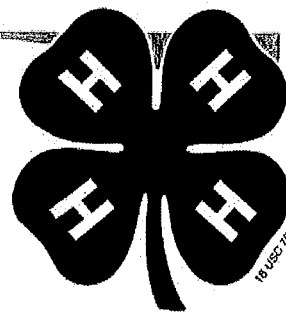
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



# Expand Your Experiences!

## Healthy Living

- Calculate and determine the caloric value and serving size of a homemade dessert.
- Create a portfolio of healthy, youth-friendly baked snacks such as granola bars, dehydrated fruit, roasted nuts, or vegetable chips.
- Take a first aid or safety class to learn how to treat burns.

## Science, Engineering, and Technology

- Research the role of fat in baking and experiment using different types of fat or oil (e.g., margarine, olive oil, butter, vegetable oil) in a recipe.
- Be a food photographer. Find an example of food photography in a magazine and try to recreate it with your baking skills and camera.

## Citizenship

- Tea for two: invite a special person like a grandparent or older friend over for a pot of tea and cookies. Bake cookies and set out tea and make someone very happy.
- Learn to bake traditional recipes from other countries to develop an understanding and appreciation for a variety of cultures. Share your recipes and baked goods with others.

## Leadership

- Facilitate a baking class that teaches others how to make healthier desserts.
- Determine the different types of grains used in baked products (e.g., oats, wheat, rice flour, flaxseed) and give a presentation that follows one grain from farm to fork.
- Create and distribute a list of healthy baked snack ideas for 4-H club meetings.

## Resources

- Book: *Kids' Ideas with Frozen Dough* by Rhodes International, Inc.
- Very Best Baking [www.verybestbaking.com](http://www.verybestbaking.com)
- Joy of Baking [joyofbaking.com](http://joyofbaking.com)
- King Arthur Flour [www.kingarthurflour.com](http://www.kingarthurflour.com)
- Home Baking Association [www.homebaking.org/foreducators](http://www.homebaking.org/foreducators)
- Baking 911 [baking911.com](http://baking911.com)
- Baking Bites [bakingbites.com](http://bakingbites.com)
- Book: *How Baking Works: Exploring the Fundamentals of Baking Science* by Paula I. Feroni
- Smitten Kitchen [smittenkitchen.com](http://smittenkitchen.com)
- Betty Crocker [www.bettycrocker.com/tips/bakewithkids](http://www.bettycrocker.com/tips/bakewithkids)

## Connections & Events

## Curriculum

## 4-H Record Book

**Presentation Days** – Share what you've learned with others through a baking-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.

• **Fantastic Foods** – [www.bread.org/California/fantasticfoods.htm](http://www.bread.org/California/fantasticfoods.htm)

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](http://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

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals

# CAKE DECORATING

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Guidelines for Project Proficiency Award

### Beginning

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Describe what a coupler is and how is it used.	_____	_____
2. What is a pastry tip?	_____	_____
3. What is a crumb coat and why is it used?	_____	_____
4. What does final coat mean?	_____	_____
5. What is a parchment bag?	_____	_____
6. Demonstrate how to make a parchment bag.	_____	_____
7. Demonstrate how to clean tips and couplers.	_____	_____
8. Demonstrate how to make dots and balls.	_____	_____
9. Demonstrate how to make stars.	_____	_____
10. Demonstrate how to make a shell border.	_____	_____
11. Demonstrate how to make a reverse shell border.	_____	_____
12. Demonstrate how to zig zags.	_____	_____
13. Demonstrate how to make leaves.	_____	_____
14. Demonstrate how to make clowns.	_____	_____
15. Demonstrate how to make drop flowers	_____	_____
16. Explain how to keep the bottom of a pan from sticking.	_____	_____
17. Why is it helpful not to spray the sides of your pan?	_____	_____
18. How do you keep a cake from rising unevenly?	_____	_____
19. How do you keep a cake moist?	_____	_____
20. What is a spreader used for in Cake Decorating?	_____	_____
21. Explain the difference between using liquid and paste icing colors.	_____	_____
22. What happens to your icing if you use butter or margarine?	_____	_____
23. Demonstrate how to level top of cake.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# CAKE DECORATING

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Guidelines for Project Proficiency Award

### Intermediate

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Decorate a cake from a mold.	_____	_____
2. Cut a round or square cake into a form and decorate-ex-heart, truck, etc.	_____	_____
3. Decorate a cake on pillars.	_____	_____
4. Decorate a layered cake.	_____	_____
5. Enter a decorated cake in the fair.	_____	_____
6. Demonstrate cake decorating to a group.	_____	_____
7. Mix 2 colors to create a new frosting color.	_____	_____
8. Demonstrate color striping on a shell border.	_____	_____
9. Demonstrate how to make bead and pearl work	_____	_____
10. Demonstrate how to make lace work.	_____	_____
11. Demonstrate how to make a scroll border.	_____	_____
12. Demonstrate how to write with a tip.	_____	_____
13. Demonstrate how to cut an odd shaped cake for serving-ex-doll.	_____	_____
14. Demonstrate how to make a stand up leaf.	_____	_____
15. Demonstrate how to make roses.	_____	_____
16. Demonstrate how to make rosettes.	_____	_____
17. Demonstrate how to make fleur-de-lis.	_____	_____
18. Demonstrate how to make bows.	_____	_____
19. Demonstrate how a flower nail is used in cake decorating.	_____	_____
20. What happens to icing when too much color is added?	_____	_____
21. Name two colors that are very difficult to achieve.	_____	_____
22. Make a basket weave cake with at least 4 different kinds of flowers. Make the flowers beforehand and freeze so that you can use them all at once.	_____	_____
23. Demonstrate how to keep two layers from sliding apart.	_____	_____
24. Demonstrate how to keep a pudding filling in a layered cake.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_





# 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>

## **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/](http://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.