

# 4-H

## Food and Cooking Proficiency Program

### A Member's Guide

#### OVERVIEW

The 4-H Food and Cooking Proficiency program helps you learn what you need to know about your 4-H project. Your project leader will assist you in setting and achieving your goals. Through your project, you will acquire food preparation skills and learn about purchasing, preparing and serving tasty, attractive, nutritious meals and snacks.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Shasta County 4 - H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.
- County Public Health Department nutritionists and hospital dietitians are a good source of information.
- Food specialty stores frequently offer classes and other educational activities.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about nutritious foods and how to prepare snacks.
- ◆ Level II – “Producer”, you will learn how read food labels and how to prepare delicious, nutritious meals for your family.
- ◆ Level III – “Consumer”, you learn to compare meals with respect to cost, preparation time and nutrition.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of foods and cooking, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

**FOODS AND COOKING**  
**Level I - Explorer**

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. \_\_\_\_\_ What is the food pyramid, and how do you use it to help plan meals? What are the basic food groups, and what are the recommended daily amounts of each you need per day, per week?
2. \_\_\_\_\_ Demonstrate how to measure using dry measuring cups, liquid measure, packed measure, and measuring spoons. Name two ingredients that are measured each way.
3. \_\_\_\_\_ Discuss the differences in the following cooking methods, and give an example of foods cooked by each method.  
Bake                      Sauté                      Boil                      Microwave  
Fry                          Broil                          Steam                      Open flame
4. \_\_\_\_\_ Name 8 different tools used in the kitchen. Tell how to safely use and clean them.
5. \_\_\_\_\_ Discuss why it is important to have and maintain a clean work area while cooking.
6. \_\_\_\_\_ Demonstrate how to cook eggs three different ways.
7. \_\_\_\_\_ Plan a breakfast or lunch for your family or project. Make a list of all the ingredients you will need to cook the menu. Prepare and serve the meal to your family or project. Discuss how you used the food pyramid to plan your menu, what food groups you were able to include, and those not included.
8. \_\_\_\_\_ Make a nutritious snack for your project. What is different about the food you chose compared to what you normally snack on?
9. \_\_\_\_\_ Collect 10 recipes you like and make one and share it with your project or club.
10. \_\_\_\_\_ Make arrangements to visit a food establishment, where food is served to the public. Discuss what you learned with your project.
11. \_\_\_\_\_ Explain how to treat a minor burn or cut. Explain how to treat a major burn or cut. How do you tell the difference?
12. \_\_\_\_\_ Make a product and enter it in a 4-H event, fair or community event.
13. \_\_\_\_\_ Plan and participate in a community service activity with your project group.

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

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOODS AND COOKING**  
**Level II - Producer**

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. Explain the difference between leveling agents and yeast. Make a recipe using each and compare the finished product.  
\_\_\_\_\_
2. Plan a dinner menu for your family. Make a list of all the ingredients you will need for each recipe. Make a goal of a set serving time. Show how you will plan the preparation of the meal. Show starting times and how everything will be ready at the same time. Cook the meal and report on how close you came to your goal.  
\_\_\_\_\_
3. Discuss the different kinds of meat, what animal they are from, what recipes or meals they are traditionally served, and anything you need to be particularly careful of when handling and cooking them.  
\_\_\_\_\_
4. Explain what a vegetarian meal is, and how it differs from other meals. Plan a vegetarian meal. Show how the food groups are represented in the menu.  
\_\_\_\_\_
5. Invite a guest to a meeting, or visit a food or nutrition professional working person. Find out what education and training they needed for their job and what kind of skills they needed to learn to do their job.  
\_\_\_\_\_
6. Make a soup or stew. What food groups are represented? What do you need to add to make a complete meal? How does this compare with other meals?  
\_\_\_\_\_
7. Name 5 ways to preserve foods at home. Try one method and share the product with your project members.  
\_\_\_\_\_
8. What are vitamins and minerals? How are they best used in the body? Discuss what food groups provide which vitamins and minerals. Give examples of foods that provide good amounts of each.  
\_\_\_\_\_
9. Discuss how to read food labels. What is the main ingredient in the package or can? What is the least ingredient? Using the directions on the package, what dietary recommendations does a serving of this product meet?  
\_\_\_\_\_
10. What are the three elements needed to have a fire? Discuss how to put out each of the following fires: Grease fire on the stove, Oven fire, Spilled grease fire, Paper fire.  
\_\_\_\_\_
11. How do you check a fire extinguisher to see if it is full? How do you use a fire extinguisher?  
\_\_\_\_\_
12. Collect 10 recipes you like, make one to share with your project or club.  
\_\_\_\_\_
13. Make a product or recipe; enter it in a 4-H or community event or fair.  
\_\_\_\_\_
14. Plan and complete a community service activity that involves this project.  
\_\_\_\_\_

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

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# FOODS AND COOKING

## Level III - Consumer

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. Invite a guest speaker to one of your meetings and introduce them to the group. Be prepared to introduce them, telling about their background in the food or nutrition field.  
\_\_\_\_\_
2. Explain or describe three diseases or health conditions and their treatment or prevention using dietary measures.  
\_\_\_\_\_
3. Use your imagination to create a brand new food product. Design a package for the product, including the information for a food label. Develop an advertising and promotional campaign for this new product. How will you create an interest in and demand for this new product?  
\_\_\_\_\_
4. Describe in detail five ways to save money on your family food bills. Make up a menu for a complete meal. Do a mock shopping trip, writing down the foods you would buy, the brands, the amounts and prices. Discuss what you learned with your project.  
\_\_\_\_\_
5. Set up a display or demonstration of your project at Favorite Foods Day or Presentation Day.  
\_\_\_\_\_
6. Alone or with your group, select a nutrition topic you would like to know more about, research this topic, and share this information with others in two of the following ways:  
\_\_\_\_\_
  - Bulletin board display
  - Written pamphlet
  - News article
  - Club/group discussion
  - Judging kit
  - Poster
  - Radio spot
7. Compare a brown bag lunch from home, a school lunch, and a fast-food lunch with respect to cost, preparation time and nutrients.  
\_\_\_\_\_
8. Report the history of one aspect of your project.  
\_\_\_\_\_
9. Visit an individual at work in some aspect of the food industry. Discuss at least five new things you learned.  
\_\_\_\_\_
10. Create a personal recipe file of at least fifty recipes you have prepared, including breads, main courses, salads, vegetables, desserts, pasta, rice dishes and appetizers.  
\_\_\_\_\_
11. Alone or with your group, visit a commercial food producer of some kind. Discuss what you found interesting on your visit.  
\_\_\_\_\_

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

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOODS AND COOKING**  
**Level IV - Leader**

Date  
Completed

- \_\_\_\_\_ 1. Serve as Junior or Teen leader in this project for one year.
- \_\_\_\_\_ 2. Assist younger members in preparing recipes.
- \_\_\_\_\_ 3. Prepare teaching materials for use at project meetings.
- \_\_\_\_\_ 4. Develop and put on a judging event or train a junior team for such an event.
- \_\_\_\_\_ 5. Speak on a project-based subject before an organization other than your 4-H group.
- \_\_\_\_\_ 6. Assist younger members about learning a specific technique in the project.
- \_\_\_\_\_ 7. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on your findings.
- \_\_\_\_\_ 8. Assist at a food show or nutrition workshop.

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

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOODS AND COOKING**  
**Level V - Researcher**

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. \_\_\_\_\_ Carry through and report on the results of a demonstration comparing measurable differences in management procedure. (Experiment)
2. \_\_\_\_\_ Prepare a paper of 300 words or more on one of the following topics:
  - Management of plants grown for food
  - Food handling safety
  - Markets and methods of marketing
  - The food pyramid
  - By-product preparation for market, how marketed and used
  - Keeping and using records as a basis for improving what and how you eat
  - Other
3. \_\_\_\_\_ Prepare a speech or illustrated talk to orally summarize your findings and present at a club, project meeting or other educational event.

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

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Certificate of Achievement

*This certifies that*

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*has completed the Food and Cooking Proficiency  
in Shasta County.*

*Explorer*

*Producer*

*Consumer*

*Leader*

*Researcher*

\_\_\_\_\_  
*Date*

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