



Kitchen BOSS



Name _____

Age (as of January 1 of the current year) _____

County _____

Club or group name _____

Project helper _____



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CONTENTS



Note to the Project Helper.....2

Project Guide.....3

PROJECT AREA: Modern Kitchen Brigade

Activity 1: Team Player7

Activity 2: Plan and Prepare12

Recipe: Spanakopita16

Recipe: Tortilla Cups with Grilled Chicken Pico de Gallo18

Recipe: Pico de Gallo20

Talking It Over22

PROJECT AREA: Culinary Exploration

Activity 3: Methods.....23

Recipe: Roast Chicken with Natural Pan Gravy26

Recipe: Avocado, Bacon, and Rice Breakfast Salad.....28

Recipe: Basic Vinaigrette Dressing30

Activity 4: Tools and Equipment31

Recipe: White Stock34

Recipe: Mirepoix35

Recipe: Sachet36

Recipe: Caribbean-Style Purée of Black Bean Soup.....37

Activity 5: Ingredients.....39

Recipe: Béchamel Sauce42

Recipe: Macaroni and Cheese44

Recipe: Tempeh Cashew Noodles.....45

Activity 6: Flavor47

Recipe: Boiled Carrots50

Recipe: Sautéed Carrots with Maple Glaze51

Recipe: Roasted Carrots with Lemon and Thyme52

Talking It Over54

PROJECT AREA: Putting It All Together

Activity 7: Dinner Is Served.....55

Talking It Over58

Glossary59

Answer Key59

Sources60

Summary of Learning Outcomes61



NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Project Guide.

As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge of the importance of culinary arts.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

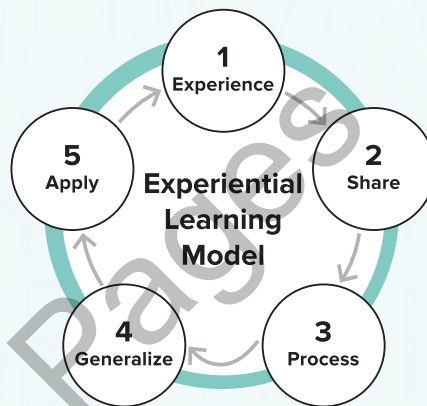
1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this project book to learn more about culinary arts.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are recorded on the accompanying pages. The learner then (2) **shares** with the project helper what was done and (3) **processes** the experience through a series of questions that allow for (4) **generalizing** and (5) **applying** the new knowledge and skill.



Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work.
- In the Project Guide, date and initial the activities that have been completed.



PROJECT GUIDE

Welcome to *Kitchen Boss*! This project introduces you to the culinary arts, which is the art of preparing, cooking, presenting, and serving food.

Kitchen Boss is designed for advanced-level youth who are interested in developing top-notch cooking skills at home or exploring cooking as a profession. With a focus on the culinary approach, learners try new cooking methods, become familiar with kitchen tools and equipment, and experiment with ingredients and flavors. Keep a notebook handy as you complete this project for notes, photos, menu planning, and recipes you try.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

The amount of time for each activity varies, and the project is easily completed within one year.

Feel free to modify or replace recipes in this book to accommodate any food allergies. During your project review or at a judging event, be sure to talk about your substitutions.

Project Guidelines

Step 1: Complete **all seven** activities and all the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all seven** activities and all the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then, ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: MODERN KITCHEN BRIGADE		
1. Team Player		
2. Plan and Prepare		
Talking It Over		
PROJECT AREA: CULINARY EXPLORATION		
3. Methods		
4. Tools and Equipment		
5. Ingredients		
6. Flavor		
Talking It Over		
PROJECT AREA: PUTTING IT ALL TOGETHER		
7. Dinner Is Served		
Talking It Over		



Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to the culinary arts.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
Demonstration	Explained what mise en place means to my club or group members, then gave an example.	5/5/18	E. M.



Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about the culinary arts.
- Help someone else prepare for project judging.
- Host a workshop to share tips about the culinary arts.
- Encourage someone to enroll in this project.
- Arrange for a culinary arts speaker to visit your club.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
Organized a field trip to a store that sells kitchenware.	6/12/18	R.W.



Activity 1

TEAM PLAYER

When restaurant employees work together, they create an enjoyable eating experience for their customers. It all starts with food preparation. First, let's look at the role each individual plays on a kitchen staff. Then, assess your skills to figure out your comfort level with typical **culinary** (KOO-luh-nary) areas.

Words in **bold** throughout this book are defined in the glossary.

LEARNING OUTCOMES


Project skill: Learning the kitchen brigade roles • **Life skill:** Understanding systems • **Educational standard:** NASAFACS 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.*

Success indicator: Identifies the kitchen brigade roles

* The activities in this book support the learning goals for the educational standards cited, mostly as described in the educational standard but sometimes by laying the groundwork for learning with reinforcement of the related culinary practices.



WHAT TO DO

 *Estimated time: 15 minutes*

Part A: Brigade Roles

During the 19th century, Auguste Escoffier created a hierarchy of responsibilities for kitchen staff referred to as the classic kitchen **brigade**. Match the French chef titles to the description of their responsibilities or the types of food they prepare.

1. _____ **chef de cuisine** (shéf duh kwee-ZEEN)*
2. _____ **sous-chef** (SOO-shef)
3. _____ **garde-manger** (gahrd mahn-ZHAY)
4. _____ **rôtisseur** (RO-tee-see-yer)
5. _____ **saucier** (so-see-YAY)
6. _____ **legumier** (lay-goo-mee-eh)
7. _____ **potager** (po-tah-jay)
8. _____ **pâtissier** (pah-TEE-see-ay)
9. _____ **poissonier** (pu-WAH-sawn-ay)
10. _____ **grillardin** (GREEL-yar-dahn)
11. _____ **friturier** (FREE-tew-ryay)

*To hear the French pronunciations of terms on this list, type “Pronounce chef de cuisine,” for example, in your browser. You may see a variety of links for each word. Look for one with a French person pronouncing the word. For definitions of these terms, go to [foodnetwork.com/terms](https://www.foodnetwork.com/terms). You can find pâtissier and potager in the dictionary.

- A. Baked items, including bread, pastries, and desserts
- B. Cold food preparation including salads, salad dressings, and cold appetizers
- C. Developing menu items, and setting the tone and tempo of the kitchen
- D. Fish and shellfish items and sauces
- E. Fried items
- F. Grilled items
- G. Most sauces and all sautéed items
- H. Roasted items and jus or related sauces
- I. Second chef or under chef
- J. Soups and stocks
- K. Vegetables and starch items



Check your responses in the Answer Key on page 59.



Part B: Rate Yourself

The modern kitchen brigade is more abbreviated and includes executive chef, sous-chef, line or section cooks, and pastry chef. Based on your food preparation experiences, rate your comfort level and expertise with the following cooking methods on a scale of 1 to 4 with 1 = no experience or confidence, 2 = limited experience or confidence, 3 = some experience or confidence, and 4 = a great deal of experience or confidence.

Cooking Method	Comfort Level			
Baking	1	2	3	4
Braising	1	2	3	4
Broiling	1	2	3	4
Deep Frying	1	2	3	4
Grilling	1	2	3	4
Pan Frying	1	2	3	4
Poaching	1	2	3	4
Roasting	1	2	3	4
Sautéing	1	2	3	4
Smoking	1	2	3	4
Steaming	1	2	3	4
Stewing	1	2	3	4
Tempering	1	2	3	4



Based on your food preparation experiences, rate your comfort level and expertise with preparing the following categories of food using the same 1 to 4 rating system.

Food Groups	Comfort Level			
Baked goods and desserts	1	2	3	4
Breads	1	2	3	4
Fruits	1	2	3	4
Poultry	1	2	3	4
Salads and dressings	1	2	3	4
Stocks, soups, and sauces	1	2	3	4
Various meats	1	2	3	4
Various seafood	1	2	3	4
Vegetables, <u>starches</u> and <u>legumes</u>	1	2	3	4

Based on your food preparation experiences, rate your comfort level and expertise with preparing the following regional styles of cuisine using the same 1 to 4 rating system.

Types of Cuisine	Comfort Level			
African	1	2	3	4
Asian (Chinese, Japanese, Thai, Indian, etc.)	1	2	3	4
European (French, German, Scandinavian, etc.)	1	2	3	4
Mediterranean (Italian, Greek, Middle Eastern, Moroccan, Spanish, etc.)	1	2	3	4
Mexican and Latin American	1	2	3	4

MORE CHALLENGES

The culinary world is constantly changing. Research molecular gastronomy, farm-to-table, or other culinary movements and share what you discover with your project helper.



BACKGROUND

A world without restaurants is hard to imagine. On average, Americans spend roughly the same percentage of their income on food prepared away from home, such as restaurants, as they do on food purchased to prepare at home (groceries). But it has not always been this way.

The word restaurant comes from the French word *restaurer* meaning “to restore.” Beginning in France in the late 16th century, a special system was established with rules about who could prepare specific kinds of food for sale. When the earliest restaurant opened in 1765, it was the first time wealthy diners could have a variety of foods prepared on site.

One of the pioneers of **culinary arts** is Marie-Antoine Careme (1783-1833). He perfected many recipes and techniques and wrote about them in several texts that defined **grande cuisine** for the French aristocracy. Chef Auguste Escoffier (1846-1935) used the foundation created by Careme and simplified it for efficiency. He emphasized the mastery of techniques, the thorough understanding of cooking principles, and the appreciation of ingredients. In the 1960s, French chefs pioneered **nouvelle cuisine**, which focused on healthful eating with fresh ingredients in new combinations. All these thoughts and styles influence the philosophies and practices of a modern chef.



Did you know?

The tall, white hat (sometimes 18 inches high!) worn by chefs is called *la toque blanche* (pronounced lah TOKE blahnhsh). *Toque* is Arabic for hat, and *blanche* is French for white. The taller the hat, the higher the rank in the kitchen.



Food Safety Tip

Clean workstations are essential for food safety in the kitchen. Wash countertops and sinks with soap and water. Periodically, sanitize them with diluted bleach. Just one teaspoon of liquid chlorine bleach per quart of clean water is effective in sanitizing clean surfaces. Wipe or spray on the bleach solution and allow to air dry for 10 minutes.



Resources

Catch up on trends you may have missed with “50 Ways Food Has Changed in the Last 50 Years,” at stacker.com/stories/2500/50-ways-food-has-changed-last-50-years. It’s a great visual timeline of how our approach to food has changed over time.

