

Cake Decorating Record All Units



2019-2020

Project: Cake Decorating	Name: Michelle Rudland Colmenares
Unit Number and/or Title: Unit 2	4-H Club: Fantastic Friends
Year in this Project: 1 year (include current year)	County: Boulder County
Age Group (check one): <input type="checkbox"/> Junior (8-10) <input checked="" type="checkbox"/> Intermediate (11-13) <input type="checkbox"/> Senior (14-18)	
Birthdate: April 28th, 2007 (mm/dd/yy)	
Age: 12 (As of December 31, of the current 4-H year)	

Project and exhibit guidelines for each project are listed in the State Fair Exhibit Requirements available on the web at Colorado4h.org.

I declare that the information in this book is correct and all 4-H requirements have been completed to the best of my knowledge.

Member's Signature: <i>Michelle Rudland Colmenares</i>	date: January 3rd
Leader's Signature: Parent/Guardian	date:
Signature: <i>Robert Rudland</i>	date: 7/20/2020



How I Participate in 4-H!

Categories of Participation	Total this Year	Description/Project Title
<p>4-H Projects you are taking this year</p>	<p>2</p>	<p>The 2 projects I am taking are Cake Decorating and the Dog Project. I am learning how to train my dog, Atticus.</p> <p>This year in Cake decorating I am learning about basic piping.</p>
<p>What activities helped you learn the skills for this project? (project meetings, workshops, classes, contests, etc.)</p>	<p>10+</p>	<p>The activities that helped me learn my skills for piping include practicing A LOT at home, one workshop, contests with my 2 sisters, and online classes with my 4-H club.</p>
<p>What Leadership Development experiences did you participate in. (club/district/state/officer, committee chair, LDC, CLC, YouthFest, State Conference, Jr./Teen leader, pledge leader, etc.)</p>	<p>3</p>	<p>In my 4-H club, I was the treasurer. I took the bank statements for our club and read them aloud. I was the pledge leader once and helped adjourn meetings.</p>

4-H	Date	Hours	Activity/Title	Location
Citizenship/ Community Service	2/1/20	7	VEX IQ Columbine Cougar Elementary Challenge (Elementary Only) Field Reset	Columbine Elementary, Longmont Co.
	2/22/20	7	Prairie Ridge VEX IQ Tournament (Elementary Only) Field Reset	Prairie Ridge Elementary Longmont, Co
	12/1/20	4	Kindness for Kids	Boulder County FairGrounds
Demonstrations/ Presentations/ Speeches	6/13/20	NA	Piping Rosettes Demonstration	My house- Zoom Call
	6/13/20	NA	How to make a Dog sit and Lay Down Demonstration	My house- Zoom call
	12/8/20	NA	Demonstration on my Robot	Westview MS Longmont, Co

Project Expense and Income/Value

Expenses: Juniors Only. Figure the cost of the specific ingredients and materials used for your final exhibit item or display board. Label the item "Exhibit" or "Board". You can add a more specific name. Intermediates/Seniors. 1. List items purchased this year for your project, such as tools, ingredients, class fees, etc. (More pages can be added if needed)

Item	Project Expenses
Powdered Sugar- 7 lbs	\$ 1.53
Kroeger All-Vegetable Shortening -	\$1.76
Duncan Hines Box Cake - 1	\$1.49
Decorating Tips Nice Pack	\$15.99
Eggs for the Cake - 3	\$0.73
Food Coloring	\$1.49
Oil for the Cake - About 1-2 oz	\$0.05
Angled Spatula	\$8.49
TOTALS	\$31.53
<i>Income or Value: Intermediates/Seniors. 1. List practice items you made-like cakes, cookies, bags, room decorations—and estimate the value by comparing it to a similar item you could buy. 2. Record the value of your exhibit item by comparing it to a similar item you could buy. Display boards have no value. 3. Record the amount of money you received for any items you sold as Income.</i>	Income or Value

Small Decorated Character Cake - about 10 dollars is what I would sell it for.	\$ 10.99 is what others would sell it
A Well Made Rosette Cake - about 17 dollars worth	\$16.99 is what others would sell it
Exhibit Cake - about 24 dollars	\$24.99 is about what others would sell it for
TOTALS	\$52.97

Return on Investment

Intermediate and Senior Members

Every day, we make decisions about where to spend our time and money, and what activities we want to continue. Ask yourself: How did I benefit from this project? What knowledge and skills did I gain from the project? Did I enjoy it? Was it worth the expense? Could I spend money more wisely the next time? Is it worth doing again? Do I want to learn more?

1. What knowledge and skills did you learn that you can use again?

Some skills that I have learned over this unit include how to decorate a cake using my piping skills. I can use them to make cakes for my family.

2. How could you use your new skills to save money or to make money?

One of the many ways that I can make money off of cake decorating is by making a business that sells and decorated beautiful cakes.

3. If you made a product to sell, how would you decide a price for your product?

If I was going to make a product to sell I would take note and compare and contrast the prices for different sizes, flavors and level of decoration. I would have to take note of the prices of what I buy so that I'm not losing money but making money. I would have to add up the cost that I would have and add about the difference to what people would pay at the store.

Cake Decorating Information

Please include photos or drawings of the required cakes, cupcakes, cookies and/or molds on a separate sheet and include in your e-record binder. Patterns or diagrams for all required cut-up cakes must be included in your e-record binder. Requirements have changed so please check the list below for the correct number of required cakes, cupcakes, cookies, and/or molds. In the table below,

Unit 1 –5 cakes required –4 practice cakes and one exhibit cake and all must be real cakes.

Unit 2 –5 cakes required –4 practice cakes and one exhibit cake and all must be real cakes.

Unit 3 – 5 cakes required –4 practice cakes and one exhibit cake and all must be real cakes.

Unit 4 –4 cakes required –3 practice cakes and one exhibit cake and all must be real cakes.

Unit 5 –Small Treats-Cupcakes –4 batches of cupcakes –3 practice batches and one exhibit batch and all must be real.

Unit 5 –Small Treats-Cookies –4 batches of cookies –3 practice batches and one exhibit batch and all must be real.

Unit 6 –4 cut-up-cakes –3 practice cut-up-cakes and one exhibit cut-up cake and all cakes must be real.

Unit 7 –4 total cakes ---3 practice cakes and one exhibit cake. At least 2 of the 4 cakes must be real.

Unit 8 –4 total cakes –3 practice cakes and one exhibit cake. At least 2 of the 4 cakes must be real and 2 covered in Fondant.

Unit 9 – 4 total cakes –3 practice cakes and one exhibit cake. At least 2 of the 4 cakes must be real.

Unit 10 – 4 total cakes –3 practice cakes and one exhibit cake. At least 2 of the 4 must be real.

Unit 11 – 4 total molds –3 practice molds and one exhibit mold. At least three different edible materials are used.

All cakes, cupcakes or cookie batches or molds must be made by the 4-H Member

Requirements for the different cake units. (In the table, record the occasion for cake or cupcakes, if it was a real cake or cupcakes, cookies or cake form, size of cake or shape or type of mold, techniques and tips used, edible materials used, cost of a similar cake, and any problems that you had)	Cake 1 or Cupcake or Cookie Batches Molds	Cake 2 or Cupcake or Cookie Batches Molds	Cake 3 or Cupcake or Cookie Batches Molds	Cake 4 or Cupcakes or Cookie Batches	Exhibit Cake or Cupcakes or Cookies Batches Molds
occasion for use	Practice	Practice	Practice	Practice	Fair

<p>Real cakes (Units 1-3)</p> <p>Real Character Cakes Unit 4</p> <p>Real Cut-Up Cakes Unit 6</p> <p>Four batches of Real Cupcakes Unit 5</p> <p>Four batches of Cookies –Unit 5</p> <p>Unit7 –Cake or Cake Form –at least 2 of the 4 must be real cakes</p> <p>Unit 8 –Cake or Cake Form –at least 2 of the 4 must be real cakes –Exhibit cake must be covered with fondant.</p> <p>Unit 9 –Cake or Cake Form –at least 2 of the 4 cakes must be real.</p> <p>Unit 10 –at least 2 of the 3 cakes must be real. Forms are preferred for the exhibited cake</p> <p>Unit 11—at least 3 different edible molds</p>	<p>On this occasion I made a real (edible) cake using a cake box and a homemade crisco buttercream frosting. The cake was an 8 inch cake and pretty low to the ground.</p>	<p>On this occasion I made another edible cake using a homemade chocolate buttercream to frost and decorate my cake. This cake was another round cake but was 9 inch.</p>	<p>Again I made an edible cake and decorated it using a homemade crisco buttercream frosting. This cake was a tall 8 inch cake.</p>	<p>This cake was an edible cake that was decorated with a homemade crisco buttercream frosting. This cake was about 6 or 7 inches across. For this cake the techniques used were making leaves and practice making branches.</p>	<p>For my exhibit cake this year it will be a floral inspired wedding cake. It will be very elegant. It is an 8 inch cake that uses leaves, many star tips to make flowers and round tips to make vines and branches. I will use a real cake using a box mix and homemade crisco buttercream frosting</p>
<p>Size (8, 9, 10, 9 x13 cake pans)</p> <p>Shape (character or cut-up cakes)</p> <p>Molding materials (at least three different molding or shaping materials)</p>	<p>8 inch cake no mold or shaping materials used other than a cake pan</p>	<p>9 inch cake no mold or shaping materials used other than a cake pan</p>	<p>8 inch cake no mold or shaping materials used other than a cake pan</p>	<p>8 inch cake no mold or shaping materials used other than a cake pan</p>	<p>8 inch cake no mold or shaping materials used other than a cake pan</p>
<p>Pattern(s) used for practice cakes for Unit 6. Pattern included in e-record for exhibited cake.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Techniques Used</p>					
<p>1. Real Cake</p>	<p>Yes I used a real cake</p>	<p>Yes I used a real cake</p>	<p>Yes I used a really cake</p>	<p>Yes I used a real cake</p>	<p>Yes I used a really cake</p>
<p>2. Leaf Tip</p>	<p>I did not use the leaf tip for this cake</p>	<p>I did not use the leaf tip</p>	<p>I did not use the leaf tip for this</p>	<p>I did not use the leaf tip for this cake</p>	<p>I used the leaf tip to complement the flowers with leaves</p>
<p>3. Star Tip</p>	<p>I did not use the star tip for this</p>	<p>I did not use a star tip for this cake</p>	<p>No I did not the star tip</p>	<p>I used the star tip to make my cake into a rosette cake</p>	<p>Yes I used the start tip to make rosettes and other flowers</p>
<p>4. Round Tip</p>	<p>For this cake I used the round tip to make the detail of the cake can do for the flowers</p>	<p>I used the round tip to pipe squiggles and dots</p>	<p>Yes I used the round tip for the tree and for the leaves</p>	<p>I did not use the round tip for this cake.</p>	<p>Yes I used the round to make vines and a branch.</p>
<p>Edible materials (Units 1,5, &6)</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Cost to buy a similar cake, cupcakes Cost of materials (Mold Unit 11)	The cost to buy a similar cake would be 10 dollars	The cost to buy a similar cake would be 8 dollars	The cost to buy a similar cake would be 11 dollars	The cost to buy a similar cake would be 15 dollars	The cost to buy a similar cake would be about 16 dollars
Any problems you had	The smoothing of the cake was a bit difficult	Smoothing this was a little difficult.	The piping was pretty difficult. Getting the shape.	To have identical rosettes was really hard especially when learning	This cake was hard to match any colors with. It looked boring at the beginning but it looked better.

Drawing or pictures of the required cakes (check the requirements for the specific number). May use additional pages.

Patterns for Cut-Up Cakes -Unit 6 must be included in the e-record.

Photographs from your 4-H Project

A minimum of four pictures with a descriptive caption for each is required. Additional photos can be added. Pictures must be project-specific.

Cake Practice

Page 1



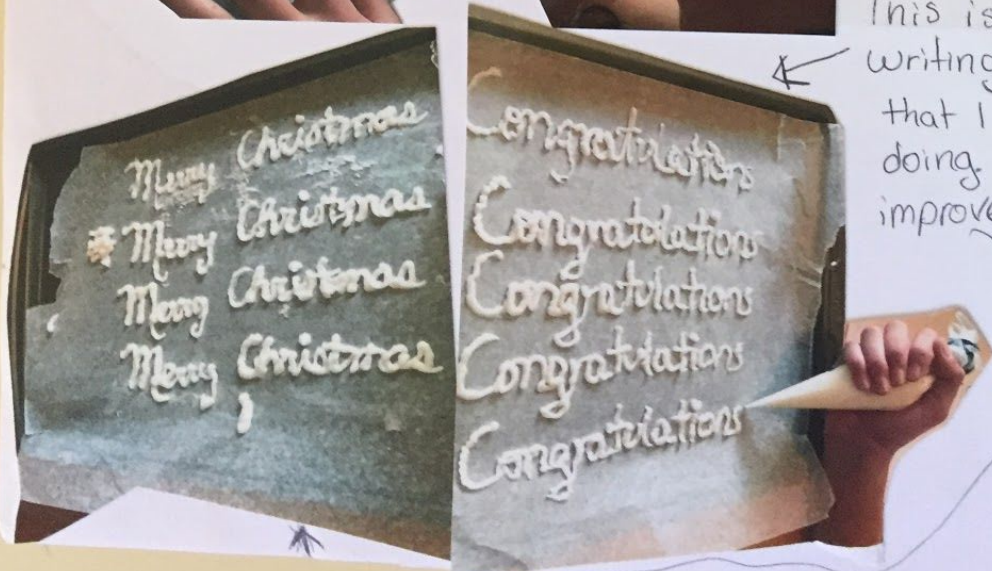
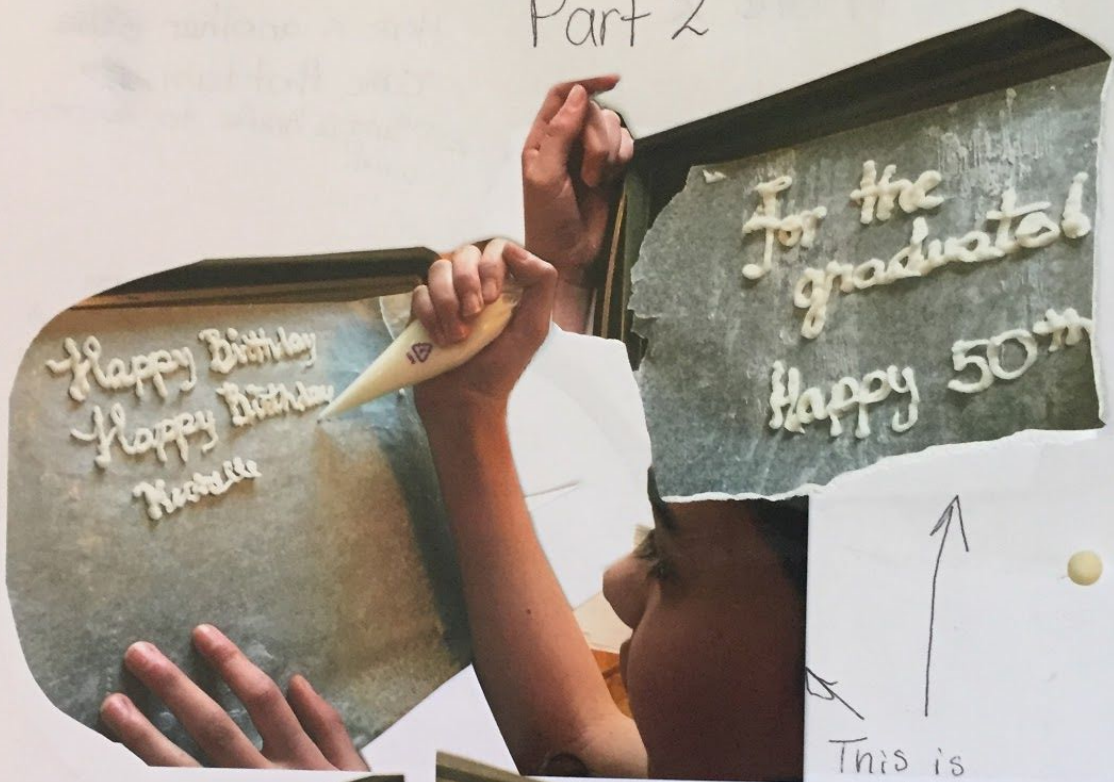
I am almost finished

This is my final cake with a complemented color rosettes.

Here is me starting my rosette cake



Cake Practice Part 2

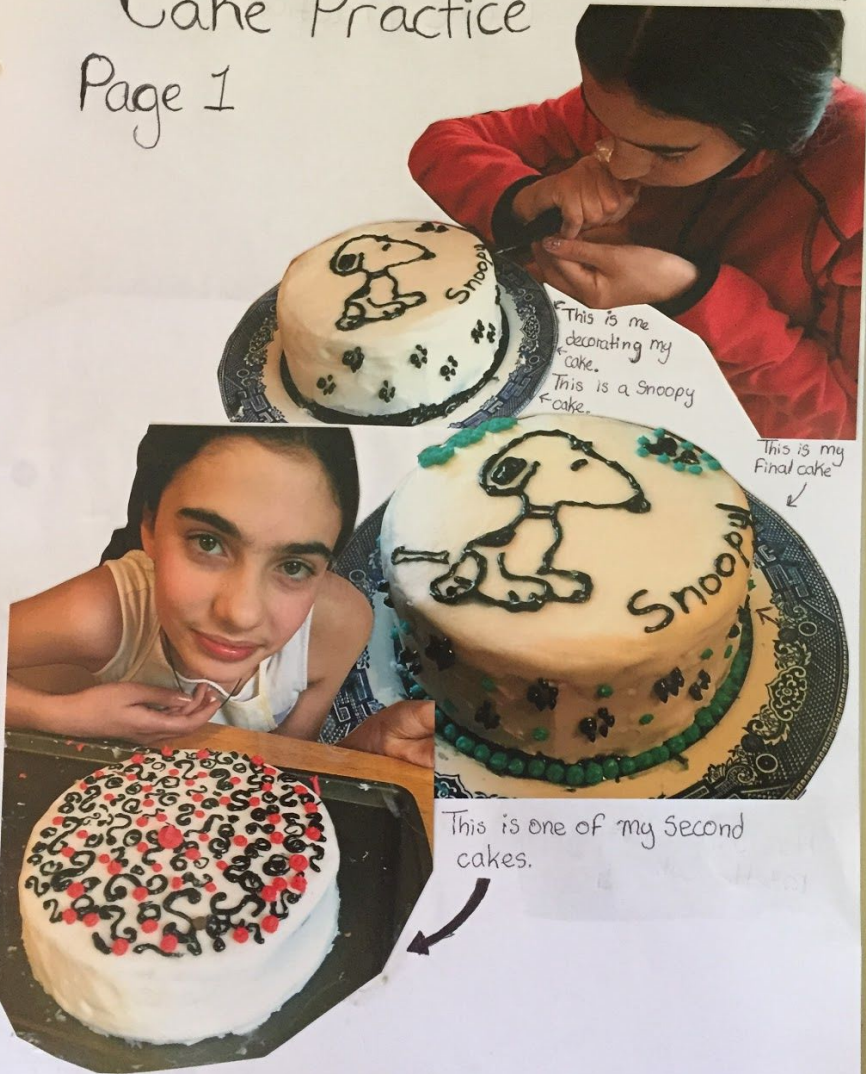


This is writing practice that I was doing so I could improve.

Cake Practice

Page 1

Michelle Rutland
Calmenares



This is me
decorating my
cake.
This is a Snoopy
cake.

This is my
Final cake

This is one of my second
cakes.

This is my Fair Exhibit Cake



This is my Exhibit Cake. It uses all the required tips.

- The branch is the writing tip.
- The flowers are the star tips
- The vines are the writing/round tip
- The leaves are using the leaf tip



This is a close up of the top of the cake to see a lot of the detail.



This is me beginning to frost by cake

This is my Fair Cake Part 2



I am frosting and smoothing my cake.

This is my beautiful cake at the beginning part 1 of my pictures of my cake.

4-H Story

Length and Format Guidelines

You can type or hand-write your story. If you hand-write the story, use a pencil or ink on lined white notebook paper.

If a computer is used to write the story, use plain white paper with no smaller than 12 point font.

Leave wide enough margins so the story can be read if inserted into a report cover.

Limit your story to a maximum of two (2) pages.

Story can be single or double-spaced as long as it does not exceed two pages.

Younger members may want to double-space their story so you can see what you are writing.

Be sure to use proper grammar and sentence structure.

Edit your story when finished. Check your spelling.

Have someone else read your story.

The following questions may help you in composing a story specifically related to your project:

Why did you choose this project?

What goals did you set and which ones did you reach?

What are your 4-H goals for next year?

What would you do differently if you were to try it again?

What skills have you learned in the program?

Have your projects grown in size and scope?

Were any adults or other 4-H members especially helpful to you? How?

Has 4-H helped you become a better leader and citizen?

What has being a 4-H member meant to you?

4-H Story - Cake Decorating 2020

Hi, my name is Michelle Rudland. I'm in 4-H Cake Decorating Level 2 - Piping. I am 12 years old as of December 31st, 2019. In the first unit, I learned the basics of decorating a cake. This year I am learning how to decorate cakes using my piping skills. Within piping, I have learned many skills. These many skills include, how to write with tips, make various types of flowers, lines, and other things. 4-H Cake Decorating has helped me understand the art of making cakes look amazing. After making many projects and mini-projects, I began to develop these skills.

I chose this project so that I could learn about cake decorating. Goals for next year are to master most of my piping skills and get better at figure piping. My projects have grown in size and in scope. Adults are the only ones that have been pretty much the only ones helpful to me. The adult that has helped me the most is my mom, Adriana Rudland. She has helped me and reminded me to practice. I am so grateful for all her help. Being a 4-H member means that I can learn so many skills and many other things.

Progress:

I have noticed a ton of progress from 2 years ago till now. For one, I used to be scared of the oven. Even though I did not want to take my cakes in and out of the oven, I knew I had to. Eventually, I got over that fear. Other proof that I have made phenomenal progress was my knowledge of cake decorating 3 years ago. My idea of decorating went to the extent of putting frosting on a cake and putting sprinkles on it. Now I'm piping intricate details on very smooth frosting. After strenuous research, I was able to find elegant flowers to introduce to my skill set and my cakes. Other than these things I have enhanced my baking skills and knowledge. For example, I have learned to make a good buttercream for decorating and **not** for eating. I have also learned about many things like how to make cakes grow more, how to make cakes stiffer, etc. To make cakes grow more you have to add leavening agents like baking powder or baking soda that react and make the cake rise. To make a cake thicker or stiffer, you could overmix the mix, used more eggs (binding agents), keep the cake in the oven for longer, or leave the cake to dry.

Goals:

- Learn the basic technique of using tips
- Master smoothing the frosting on a cake
- Volunteer more than last year
- Have distinctive and unique designs
- Practice a lot more

In Conclusion, I have learned so many things this year and would like to do my best that I can this year.