

# Cake Decorating Record All Units



## 2019-2020

<b>Project: Cake Decorating</b>	<b>Name: Miriam Cuthbert</b>
<b>Unit Number and/or Title: 1</b>	<b>4-H Club: Littleton Clovers</b>
<b>Year in this Project: 1</b> <small>(include current year)</small>	<b>County: Arapahoe</b>
<b>Age Group (check one):</b> <input checked="" type="checkbox"/> Junior (8-10) <input type="checkbox"/> Intermediate (11-13) <input type="checkbox"/> Senior (14-18)	
<b>Birthdate: 08/11/09</b> <small>(mm/dd/yy)</small>	
<b>Age: 10</b> <small>(As of December 31, of current 4-H year)</small>	

*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>Miriam Cuthbert</i>	date <i>7/5/2020</i>
Leader's Signature <i>Jessica Compton</i>	date <i>7-5-2020</i>
Parent/Guardian Signature <i>Lj Cuth</i>	date <i>7/5/2020</i>



# How I Participate in 4-H!

Categories of Participation	Total this Year	Description/Project Title
<b>4-H Projects you are taking this year</b>	2	Cake decorating
		Cooking 101
<b>What activities helped you learn the skills for this project?</b> (project meetings, workshops, classes, contests, etc.)	1	The Western Welcome Week cake decorating contest
<b>What Leadership Development experiences did you participate in.</b> (club/district/state/officer, committee chair, LDC, CLC, YouthFest, State Conference, Jr./Teen leader, pledge leader, etc.)	1	I served as my club's vice president

4-H	Date	Hours	Activity/Title	Location
<b>Citizenship/Community Service</b>	11/11/20	1	Making turkey centerpieces for Meals on Wheels	Runyon Elementary
	11/11/20	1	Food bank of the Rockies food drive	Runyon Elementary
<b>Demonstrations/Presentations/Speeches</b>	4/10	NA	How to wash vegetables – created demonstration video for my club	Home
		NA		
		NA		

# Project Expense and Income/Value

*Expenses: **Juniors Only.** Figure the cost of the specific ingredients and materials use 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
Flour (Exhibit)	\$2.99
Sugar (Exhibit)	\$3.69
Butter (Exhibit)	\$4.99
Milk (Exhibit)	\$1.79
Baking powder (Exhibit)	\$0.59
Salt (Exhibit)	\$0.12
Vanilla (Exhibit)	\$4.99
Eggs (Exhibit)	\$2.79
Frosting x 2 (Exhibit)	\$3.00
Chocolate Chips (Exhibit)	\$0.70
Coconut (Exhibit)	\$0.76
Mini marshmallows (Exhibit)	\$0.10
Shortening (Exhibit)	\$1.50
Powdered Sugar (Exhibit)	\$2.49
Sprinkles (Exhibit)	\$0.28
Cocoa powder (Exhibit)	\$2.35
Sugar sprinkles (Exhibit)	\$2.29
Licorice (Exhibit)	\$0.25
Food coloring (Exhibit)	\$1.99
Cake mix x 2 (Exhibit)	\$3.18
<b>TOTALS</b>	<b>\$41.25</b>

<i>Income or Value: <b>Intermediates/Seniors.</b> 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. <b>Display boards have no value.</b>3. Record the amount of money you received for any items you <b>sold</b> as Income.</i>	<b>Income or Value</b>
	\$
	\$
	\$
<b>TOTALS</b>	\$

<p style="text-align: center;"><b>Return on Investment</b>  <b>Intermediate and Senior Members</b></p> <p>Everyday, 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?</p>
<p>1. What knowledge and skills did you learn that you can use again?</p>
<p>2. How could you use your new skills to save money or to make money?</p>
<p>3. If you made a product to sell, how would you decide a price for your product?</p>

# 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. <small>(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)</small>	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	Birthday	Pool party	Going away party	Sleepover with friends	Pool party
<b>Real cakes</b> (Units 1-3) <b>Real Character Cakes</b> Unit 4 <b>Real Cut-Up Cakes</b> Unit 6 <b>Four batches of Real Cupcakes</b> Unit 5 Four batches of Cookies –Unit 5 Unit7 –Cake or Cake Form – <b>at least 2 of the 4 must be real cakes</b> Unit 8 –Cake or Cake Form – <b>at least 2 of the 4 must be real cakes</b> –Exhibit cake must be covered with fondant. Unit 9 –Cake or Cake Form – <b>at least 2 of the 4 cakes must be real.</b> Unit 10 – <b>at least 2 of the 3 cakes must be real.</b> Forms are preferred for the exhibited cake Unit 11—at least 3 different edible molds	yes	yes	yes	yes	yes
Size (8, 9, 10, 9 x13 cake pans) Shape (character or cut-up cakes) Molding materials (at least three different molding or shaping materials)	8 in round	8 in round	8 in round	8 in round	8 in round
Pattern(s) used for practice cakes for Unit 6. Pattern included in e-record for exhibited cake.					
Techniques Used					
1.	Spread the icing around the cake	Put parchment paper on half of the cake	Dye the icing blue and spread it on the cake	Dye the icing yellow and spread it on the cake	Spread the icing on the cake
2.	Add the marshmallows in a circle	Spread icing in the other half	Peel the red licorice apart make it into a	Place the stencils on the cake	Use green coconut for the rind of the watermelon

			letter c		
3.	Make an "HB" in the middle of the circle	Make the watermelon out of sugar and coconut	Put the c on the cake	Dye the sugar black and use it for the eyes use the sprinkles for the mouths	Use pink sugar for the middle of the watermelon
4.	Add sprinkles on the top	Remove the parchment paper and ice the other half	Add the sprinkles in a circle in the middle on the C	Remove the stencils	Use chocolate chips for the seeds of the watermelon and the bottom border
Edible materials (Units 1,5, &6)	Cake, marshmallows, sprinkles, icing	Cake, sugar, coconut, icing, chocolate chips	Cake, red licorice, icing, sprinkles	Cake, sprinkles, sugar	Cake, chocolate chips, icing, sugar, coconut
Cost to buy similar cake, cupcakes Cost of materials (Mold Unit 11)	\$10	\$10	\$10	\$10	\$10
Any problems you had	The marshmallows kept sliding down the cake	The sugar and coconut got on the icing	The red licorice got covered in blue icing	The sugar slid off the stencils	none

**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.*



Spreading chocolate icing on a cake



Happy Birthday cake



Decorating my first watermelon cake



The first watermelon cake



Colorado "C" cake



Emoji cake



Cake for fair exhibit

# 4-H Story

## Length and Format Guidelines

*You can type or hand-write your story. If you hand-write the story, use 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?

Hello, my name is Miriam and I am 10 years old. This is my second year of 4H, and the projects I am taking this year are cooking 101 and cake decorating. I continued to do 4H this year because there were so many projects I was interested in last year and I only decided to do two. I was the vice president of the club this year. Next year I think I will try to become president but the same girl who was president last year got it again and she did a very good job both years. Our club didn't have any problems or anything. The reason I chose cake decorating was that a few of my friends did it last year and really enjoyed it so I thought it would be fun to do this year. One of the things I learned this year was how to spread icing neatly. I had difficulty getting an even layer on the sides. One of the people who helped me in this was my mom. She did a cake decorating class and she was able to give me some pointers. Also, she read through my book with me and helped me understand tips to get even spreading. I am excited to do this project next year and learn to use icing tips. Some of my goals for next year are to decorate cakes earlier in the year so that I do not have as much pressure. Another goal is to spread the icing neater so that the design on top looks nicer. Overall I really, really, really enjoy 4H because it pushes me in ways that school can't and you get to choose what you learn about.