

Department of
Homeland Security

United States
Coast Guard

Food Service Specialist, Third Class Performance Qualification Guide



Breakfast Food and Drinks Student Pamphlet

U.S. Coast Guard
Pamphlet No. P35105
(05/05)



Breakfast Food and Drinks

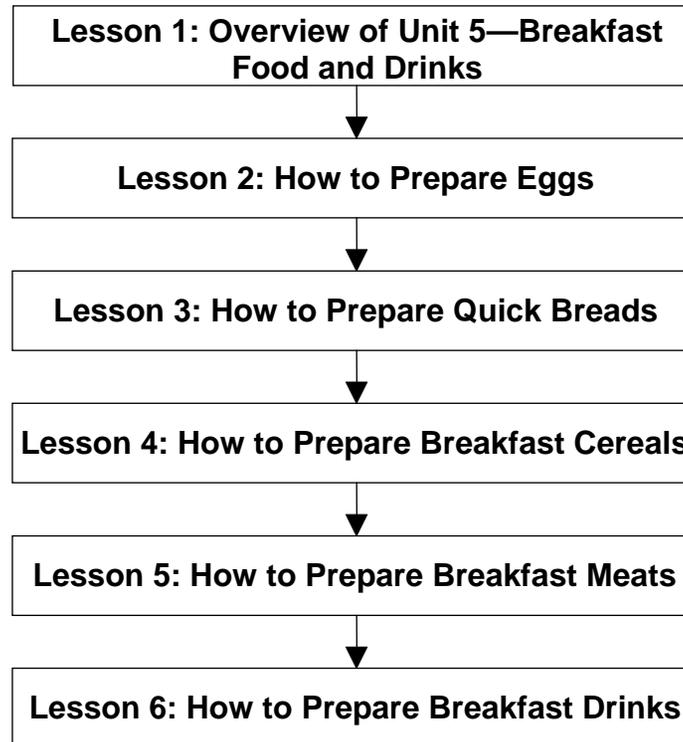
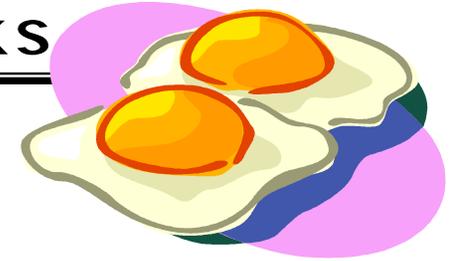
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**QUESTIONS ABOUT THIS TEXT SHOULD BE
ADDRESSED TO THE SUBJECT MATTER SPECIALIST
FOR THE FOOD SERVICE RATING.**

Unit 5: Breakfast Food and Drinks



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LESSON 1

Overview of Unit 5—Breakfast Food and Drinks

Introduction

Overview

Lesson 1 of Unit 5 “sets the stage” for the other lessons of Unit 5. It introduces the terminology, tools, references, processes, and procedures used for the preparation of breakfast food and drinks. In this lesson the following items are covered:

- Performance qualifications
 - Objectives
 - Performance evaluations
 - Tools and references
 - Topics covered by this lesson
-

Performance Qualifications

There are no Enlisted Performance Qualifications (EPQs) for this lesson. Refer to the “Unit Preview” section for the EPQs for this unit.

Objectives

Upon completion of this lesson, you will be introduced to the:

- Unit structure
 - Lesson contents
 - Enlisted performance qualifications that are covered in the unit
-

Performance Evaluations

Throughout this unit, different types of activities are held, such as:

- Job aids to reinforce the processes
 - Practice exercises that are especially for knowledge lessons, which are prerequisites for performance lessons
 - A Performance Evaluation is required for lessons 2 through 6, related to preparing:
 - Eggs
 - Quick breads
 - Breakfast cereals
 - Breakfast drinks
-

Introduction, continued

Tools and References

The following tools and references are required to successfully complete this unit.

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
 - ❑ Handouts
 - ❑ Index cards (12 per student)
-

Topics Covered by This Lesson

This lesson covers the following topics:

- ❑ Recipe for learning
 - ❑ Unit preview
 - Unit overview
 - Unit map
 - Enlisted performance qualifications
 - Unit matrix
-

Unit Preview

Unit Overview

Unit 5 teaches the major skills and knowledge associated with preparing breakfast food for the FS3.

In this unit you will learn about:

- ❑ How to prepare eggs
 - ❑ How to prepare quick breads
 - ❑ How to prepare breakfast cereals
 - ❑ How to prepare breakfast meats
 - ❑ How to prepare breakfast drinks
-

Unit Map

This unit is divided in six lessons, and each lesson covers the terminology, tools, references, and instruction/guidelines that the FS3 needs to know in order to prepare breakfast food.

THE LESSONS OF UNIT 5		
NO.	TITLE	DESCRIPTION
1.	Overview of Unit 5	This overview of the entire unit provides the “big picture” of preparing breakfast foods.
2.	How to Prepare Eggs	You will learn how to prepare eggs and how to cook with dairy products.
3.	How to Prepare Quick Breads	You will learn about quick breads such as pancakes and waffles and how to prepare them. Also in this lesson you will learn to use the progressive cooking method.
4.	How to Prepare Breakfast Cereals	You will learn about hot, cooked breakfast cereals such as oatmeal and grits and how to prepare them.
5.	How to Prepare Breakfast Meats	You will learn about breakfast meats such as bacon, ham, and sausage and how to prepare them.
6.	How to Prepare Breakfast Drinks	You will learn about breakfast drinks such as coffee and tea and how to prepare them.

Unit Preview, continued

Enlisted Performance Qualifications

Enlisted performance qualifications for this unit are listed below. Following this section is a Unit Matrix, which depicts the EPQs and their respective lessons.

4.A.03 Cook, progressively, two items from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.04 Prepare brewed coffee, drink-mix, and brewed iced tea IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

4.A.13 Prepare the following eggs cooked to order IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

4.A.14 Prepare the following simmered egg products IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

4.A.26 Prepare the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

Sup Guide: Ensure member DOES NOT use instant products.

4.A.27 Prepare the following quick bread products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
 - Muffins
 - Biscuits
-

Unit Preview, continued

Unit Matrix

This unit covers six EPQs. For your convenience, the matrix below will help you to identify the lessons where the EPQs are addressed. Every lesson that introduces an EPQ also contains a Performance Evaluation for that EPQ. Those lessons that are not marked introduce information that will be used when performing EPQ-related tasks.

Note: Progressive cooking is a method you will learn early on and will likely use often during the remainder of the course. To demonstrate mastery of the progressive cooking EPQ, 4.A.03, you must prepare two items using this method. You will be given formal opportunities to do so in Lesson 3 and Lesson 5.

EPQs	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
4.A.13 (EGGS)		X				
4.A.14 (SIMMERED EGGS)		X				
4.A.27 (QUICK BREADS)			X			
4.A.03 (PROGRESSIVE COOKING)			X		X	
4.A.26 (COOKED CEREALS)				X		
4.A.04 (BREAKFAST DRINKS)						X

Summary

Lesson Summary

In this lesson, you had an overview of Unit 5. You learned about the content and structure and the types of activities that are held throughout the lesson.

You were introduced to the Performance Evaluations that are required in the unit such as:

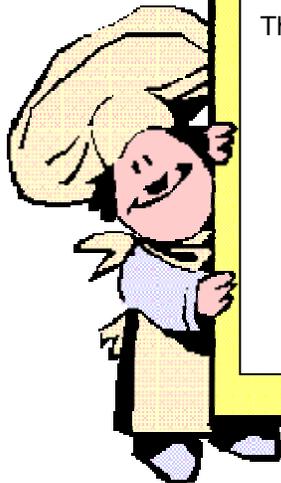
- How to prepare eggs
 - How to prepare quick breads
 - How to prepare breakfast cereals
 - How to prepare breakfast drinks
-

Next in this Unit

Following this lesson, you will learn about How to Prepare Eggs.

The topics covered by this lesson are:

- An Introduction to Cooking with Eggs
- Preparing Eggs
- Cooking with Dairy Products
- Preparing Eggs with Dairy Products



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LESSON 2

How to Prepare Eggs

Introduction

Overview

In this lesson, you will learn how to prepare eggs and egg dishes such as omelets. You will also learn how to utilize milk, cream, butter, and cheese in egg preparation. This section of the lesson covers:

- Performance qualifications
 - Objectives
 - Performance evaluation
 - Tools and references
 - Recommended reading
 - Topics covered by this lesson
-

Performance Qualifications

This lesson covers two Enlisted Performance Qualifications (EPQs):

4.A.13 Prepare the following eggs cooked to order IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

4.A.14 Prepare the following simmered egg products IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
 - Soft-cooked/boiled
 - Hard-cooked/boiled
-

Introduction, continued

Objectives

Upon completion of this lesson, you will:

- Prepare eggs with dry-heat and moist-heat cooking methods.
 - Describe the major milk, cream, and butter products.
 - Apply methods of cooking with cheese.
-

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQs 4.A.13 and 4.A.14 as listed above.

Tools and References

The tools and references for this lesson include:

- Professional Cooking*, by Wayne Gisslen
 - Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - Unit 1, Appendix C, Glossary of Key Terms
 - Cookware/cooking equipment
 - Food products (e.g., eggs, milk, cheeses, etc.) for all activities
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- Professional Cooking*:
 - “Eggs” Chapter
 - “Dairy Products” Chapter
 - Armed Forces Recipe Service (AFRS), pp. 16, 18, 47, 56, 240, 243, 244–246, 247, 248.
-

Topics Covered by This Lesson

This lesson covers the following topic areas:

- Introduction to cooking with eggs
- Preparing eggs
- Cooking with dairy products
- Preparing eggs with dairy products

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Cooking with Eggs

Overview

Before you begin working with eggs, it will be important for you to know:

- ❑ Their basic composition,
- ❑ The major differences among grades, and
- ❑ Their market forms.

To complete this section of the lesson and get more details on the composition of eggs, use the Breakfast Preparation section in *Professional Cooking*, and locate the main parts of an egg.

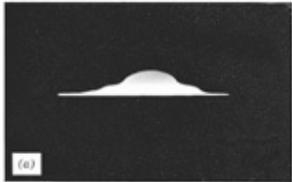
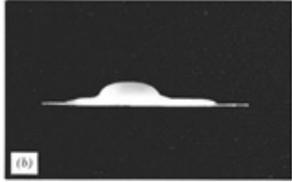
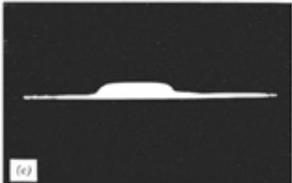
Composition of Eggs

The three main parts of an egg are:

1. The yolk
 2. The white
 3. The shell
-

Cooking with Eggs, continued

Grades of Eggs The three grades used by the USDA are:

GRADES	CHARACTERISTICS	USES
<p>AA</p> 	<ul style="list-style-type: none"> ■ Firm yolk and white (stand up high when broken) ■ Do not spread over a large area 	<ul style="list-style-type: none"> ■ Fried eggs ■ Poached eggs
<p>A</p> 	<ul style="list-style-type: none"> ■ Thin part of the white becomes larger 	<ul style="list-style-type: none"> ■ Hard-cooked eggs
<p>B</p> 	<ul style="list-style-type: none"> ■ White and yolk lose thickness ■ Spread more 	<ul style="list-style-type: none"> ■ Baking ■ Scrambled

Key points:

- Proper storage of eggs is important for maintaining quality.
- Different grades of eggs are used for different types of cooking.
- Eggs are also graded by size.
- Most food service operations use large eggs and recipes are based on this size.

Market Forms

Eggs are found in three forms in the marketplace:

1. Fresh eggs (or shell eggs)
2. Frozen eggs
3. Dried eggs

See *Professional Cooking*, and AFRS, Section A, General Information, No. 8, for more on these market forms.

Key point to remember:

- Fresh eggs are most often used for breakfast cookery.

Preparing Eggs

Overview

In this section of the lesson we will:

- Review general cooking principles
 - Prepare boiled (simmered) eggs
 - Prepare poached eggs
 - Prepare fried eggs
-

General Cooking Principles

When cooking eggs, here are some general cooking principles to remember:

- Eggs are largely protein, so the principle of coagulation is important to consider.
 - Whites coagulate before yolks do.
 - When eggs are mixed with a liquid, they become firm at a higher temperature.
 - To avoid green eggs, use low temperatures and short cooking and holding times. (Omelets, which generally use higher temperatures and short cooking times, are an exception to this rule.)
-

Preparing Eggs, continued

How to Prepare Boiled Eggs

Boiled eggs are also sometimes referred to as soft- or hard-cooked eggs and as simmered eggs (“simmered in the shell”).

Note: Very fresh eggs are hard to peel. Eggs for cooking in the shell should be held a few days in the refrigerator.

To prepare boiled eggs, follow the steps below:

STEP	ACTION								
1.	Collect equipment and food items.								
2.	Bring the eggs to room temperature: <ul style="list-style-type: none"> ■ Remove the eggs from the cooler one hour before cooking. ■ Place the eggs in warm water for 5 minutes and then drain them. <p>Note: Cold eggs are more likely to crack when placed in boiling water.</p>								
3.	Place the eggs in boiling water, then return the water to a simmer.								
4.	Determine the amount of time to simmer the eggs: <table border="1" data-bbox="633 1108 1409 1386" style="margin-left: 40px;"> <thead> <tr> <th data-bbox="633 1108 1049 1178">IF THE EGGS ARE TO BE...</th> <th data-bbox="1049 1108 1409 1178">THEN SIMMER FOR...</th> </tr> </thead> <tbody> <tr> <td data-bbox="633 1178 1049 1247">Soft-cooked,</td> <td data-bbox="1049 1178 1409 1247">3–4 minutes.</td> </tr> <tr> <td data-bbox="633 1247 1049 1316">Medium-cooked,</td> <td data-bbox="1049 1247 1409 1316">5–7 minutes.</td> </tr> <tr> <td data-bbox="633 1316 1049 1386">Hard-cooked,</td> <td data-bbox="1049 1316 1409 1386">12–15 minutes.</td> </tr> </tbody> </table> <p>Note: Exact cooking time depends on egg temperature and size, and the amount of water used.</p>	IF THE EGGS ARE TO BE...	THEN SIMMER FOR...	Soft-cooked,	3–4 minutes.	Medium-cooked,	5–7 minutes.	Hard-cooked,	12–15 minutes.
IF THE EGGS ARE TO BE...	THEN SIMMER FOR...								
Soft-cooked,	3–4 minutes.								
Medium-cooked,	5–7 minutes.								
Hard-cooked,	12–15 minutes.								
5.	Drain the eggs immediately.								
Continued next page									

Preparing Eggs, continued

How to Prepare Boiled Eggs, contd.

STEP	ACTION						
6.	Determine how long to cool the eggs under cold running water: <table border="1" data-bbox="633 346 1409 588" style="margin-left: 40px;"> <thead> <tr> <th data-bbox="633 346 1052 409">IF THE EGGS ARE TO BE...</th> <th data-bbox="1052 346 1409 409">THEN...</th> </tr> </thead> <tbody> <tr> <td data-bbox="633 409 1052 514">Served hot,</td> <td data-bbox="1052 409 1409 514">Cool the eggs for just a few seconds.</td> </tr> <tr> <td data-bbox="633 514 1052 588">Held for later use,</td> <td data-bbox="1052 514 1409 588">Cool them further.</td> </tr> </tbody> </table>	IF THE EGGS ARE TO BE...	THEN...	Served hot,	Cool the eggs for just a few seconds.	Held for later use,	Cool them further.
IF THE EGGS ARE TO BE...	THEN...						
Served hot,	Cool the eggs for just a few seconds.						
Held for later use,	Cool them further.						
7.	To peel, crack the shell and pull it away, starting at the large end (where the air sac is located). For easier peeling, peel the eggs while still warm, and hold them under running water to help loosen the shell.						
End of procedure							

Key points:

- ❑ The phrase “hard-boiled” egg is misleading, because eggs should be simmered instead of boiled.
- ❑ Boiled eggs are simmered in water to a soft-, medium- or hard-cooked stage.
- ❑ When peeling, start at the large end of the egg, where the air sac is located.
- ❑ Peeling is easier when the egg is warm and held under running water.

Preparing Eggs, continued

How to Prepare Poached Eggs

When preparing poached eggs, it is helpful to remember that the principles of cooking eggs in the shell are applicable to poached eggs, the only difference being the absence of the shell.

Follow these steps to prepare poached eggs:

STEP	ACTION	
1.	Collect equipment and food items.	
2.	Bring the water to a simmer.	
3.	Break the eggs, one at time, into a dish or a small plate and slide them into the simmering water.	
4.	Poach 3 to 5 minutes, until the whites are coagulated but the yolks are still soft.	
5.	Remove the eggs with a slotted spoon or skimmer.	
6.	Determine how the eggs are to be prepared for serving:	
	IF THE EGGS ARE TO BE...	THEN...
	Served immediately,	Drain the eggs very well.
	Held for later use,	Plunge the eggs immediately into cold water to stop the cooking, and then reheat them briefly in hot water at serving time.
End of procedure		

Key point:

- ❑ When cooking poached eggs, the object is to keep the eggs egg-shaped, in a round, compact mass.
 - ❑ If the eggs are not very fresh, vinegar can help coagulate the egg whites faster. This allows them to keep a better shape, although it also toughens and dulls the whites.
-

Preparing Eggs, continued

How to Prepare a Griddle

To prepare a griddle for use, follow these steps:

STEP	ACTION
1.	Preheat the griddle to 200 °F, and then increase the heat to 275 °F.
2.	Cover the griddle surface lightly with oil.
3.	Spread raw eggs evenly over the entire griddle surface.
4.	Watch for portions of egg that have congealed, and scoop them out, allowing the remaining raw egg to fill in the spaces.
5.	Repeat the previous step until most of the eggs have been removed.
6.	Scrape down the griddle surface, removing any remaining eggs.
7.	Cover the griddle surface lightly with oil.
8.	Place day-old bread or heels on the griddle surface. Using a spatula, move the bread over the surface to remove any grit or debris.
9.	Remove the bread from the griddle surface. The griddle is prepared for cooking.
End of procedure	

Preparing Eggs, continued

Fried Eggs and Their Variations

Fried eggs are one of the most popular breakfast requests and should always be cooked to order.

There are many variations on the basic fried egg. See the table below for a summary of the variations.

Summary of Variations:

COMMON NAME	DESCRIPTION
Sunny Side Up*	White is completely set; yolk is still soft and yellow.
Basted/Country Style*	Thin film of coagulated white covers yolk; yolk remains liquid.
Over Easy	White is partially set; yolk is still liquid.
Over Medium	White is set; yolk is partially set.
Over Hard	White is set; yolk is completely set.

* For sanitary reasons, Sunny Side Up and Basted/Country Style eggs are not approved for Coast Guard Dining Facilities.

Introduction to Fried Eggs

In the next three sections, we will focus on how to prepare three of these fried egg variations:

- Over easy
 - Over medium
 - Over hard
-

Preparing Eggs, continued

How to Prepare Fried Eggs Over Easy

To prepare **fried eggs over easy**, follow these steps:

STEP	ACTION
1.	Collect all the equipment and food items.
2.	Prepare the griddle for cooking, and preheat it to 325 °F.
3.	Break the eggs into a dish.
4.	When the griddle is hot enough, lightly spray the surface with pan coating.
5.	Slide the eggs onto the griddle surface.
6.	Cook the eggs until the whites are almost set (opaque but not solid white). Do not allow the eggs to brown.
7.	Flip the eggs over.
8.	Cook only until the white is just set but the yolk is still liquid (a quick count to ten is usually sufficient).
9.	Carefully remove the eggs from the griddle and serve on a platter as removed (do not re-flip).
End of procedure	

How to Prepare Fried Eggs Over Medium

To prepare **fried eggs over medium**, follow these steps:

STEP	ACTION
1.	Collect all the equipment and food items.
2.	Prepare the griddle for cooking, and preheat it to 325 °F.
3.	Break the eggs into a dish.
4.	When the griddle is hot enough, lightly spray the surface with pan coating.
5.	Slide the eggs onto the griddle surface.
6.	Cook the eggs until the whites are almost set (opaque but not solid white). Do not allow the eggs to brown.
Continued next page	

Preparing Eggs, continued

How to Prepare Fried Eggs Over Medium, contd.

STEP	ACTION
7.	Flip the eggs over.
8.	Cook only until the white is just set, and the yolk is partially set (a quick count to twenty is usually sufficient).
9.	Carefully remove the eggs from the griddle, and serve on a platter as removed (do not re-flip).
End of procedure	

How to Prepare Fried Eggs Over Hard

To prepare **fried eggs over hard**, follow these steps:

STEP	ACTION
1.	Collect all the equipment and food items.
2.	Prepare the griddle for cooking, and preheat it to 325 °F.
3.	Break the eggs into a dish.
4.	When the griddle is hot enough, lightly spray the surface with pan coating.
5.	Slide the eggs onto the griddle surface.
6.	Break the yolk. Cook the eggs until the whites are almost set (opaque but not solid white). Do not allow the eggs to brown.
7.	Flip the eggs over.
8.	Cook only until the yolk is completely set.
9.	Carefully remove the eggs from the griddle, and serve on a platter as removed (do not re-flip).
End of procedure	

Summary of Preparing Fried Eggs

Key points:

- Fried eggs should always be cooked to order and served right away.
- Too much fat makes eggs greasy, too little fat makes them stick.
- You can lessen the chance of breaking yolks by breaking the eggs in a dish first.

Topic Review (1 of 2)

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of cooking with eggs and the preparation of poached, boiled, and fried eggs.

Directions

Read the questions below, and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (1 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. Which grade of eggs would you choose to prepare poached eggs and why would you choose it?

2. Is it possible to prepare hard-boiled (hard-cooked) eggs in a pressure steamer? Give reasons for your answer.

3. When separating or cracking eggs, break them one by one into a small bowl, then transfer each to the larger bowl as it is separated. What reasons can you give for this advice?

Continued next page

Topic Review (1 of 2), continued

Questions, contd.

Match each term below with the best-fitting description/characteristic:

Term		Description/Characteristic
4. Over easy		A. Cooked until the yolk is partially set.
5. AA		B. High both in fat and protein, contains iron and several vitamins.
6. Coagulation		C. Porous, allows odors and flavors to be absorbed by the egg.
7. Poached eggs		D. Has a firm yolk and white that stand up high when broken onto a flat surface and do not spread over a large area.
8. Shell		E. Bright, shiny appearance; compact, round shape, not spread or flattened; firm but tender whites; warm liquid yolks.
9. Over medium		F. Cooked until yolk is completely set.
10. Yolk		G. Eggs are largely protein, so when cooking them the principle of _____ is important to consider.
11. Over hard		H. Clear and soluble when raw, white and firm when coagulated.
12. White		I. Cooked until the white is just set and the yolk is still liquid.

Cooking with Dairy Products

Overview

Before we begin cooking eggs with dairy products, it is important for you to know some information about dairy products.

This section of the lesson will cover the following:

- Categories of dairy products
 - Cooking milk and cream products
 - Butter and its properties
 - Cooking with cheese
-

Categories of Dairy Products

There are four categories of dairy products:

- Fresh milk

- Cream

- Fermented milk products

- Milk products with water removed

Note: See *Professional Cooking*, Breakfast Preparation, Dairy Products, and Coffee and Tea sections for details on these categories.

Key points:

- Fresh milk is available in several forms:
 - Pasteurized milk
 - Homogenized milk
 - Raw milk
 - Certified milk

Note: Raw milk and certified milk are not legal for use in a Coast Guard Dining Facility (see the Food Service Sanitation Manual for details).

- Most milk and cream products on the market have been pasteurized (heated to kill bacteria, then cooled).

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Cooking with Dairy Products, continued

Categories of Dairy Products, contd.

- ❑ Homogenized milk has been processed so the cream doesn't separate out.
 - ❑ Cream products include:
 - Whipping cream (30–40% fat content)
 - Light cream (16–22% fat content)
 - Half-and-half (10–12% fat content)
 - Crème fraiche [krehm FRESH] (slightly aged, cultured heavy cream)
 - ❑ Fermented milk products include:
 - Sour cream
 - Buttermilk
 - Yogurt
 - ❑ Milk products with all or part of the water removed include:
 - Evaporated milk
 - Condensed milk
 - Non-fat dry milk
-

Cooking with Dairy Products, continued

Cooking Milk and Cream Products

When cooking with milk and cream products, you are bound to run into some common challenges. These include problems such as:

- Curdling
- Scorching
- Skin formation

Key points:

- Curdling is caused by acids, tannins, salt, and heat.
 - Curdling can be reduced by use of starches, reducing temperatures, and cooking times.
 - When adding milk or cream to a hot liquid, heat it first in a separate pot.
 - Reconstituted dry milk is more likely to curdle than fresh milk.
 - To avoid scorching, heat milk in a double boiler, steamer, or steam-jacketed kettle.
 - Skin formation can be prevented by covering the pot, pan, or double boiler, or by coating the surface with melted fat.
-

Butter and Its Properties

When cooking with butter, it's important to know that:

- Butter consists of about 80% milk fat, and the remainder is milk solids and water.
- In the U.S., butter is graded according to USDA standards: AA, A, B, and C.
- AA and A are the most commonly used, as the lower grades have off flavors.

Other key points:

- Most butter on the market is lightly salted. Sweet or unsalted butter is more perishable but has a fresher, sweeter taste.
 - Because of its flavor, butter is the preferred cooking fat for most purposes.
 - When high cooking temperatures are required—above 260 °F (126 °C)—for long cooking times, butter may smoke. Another product such as vegetable oil should be used.
 - Butter absorbs odors and flavors easily and should be kept well wrapped and away from other foods that might transfer odors.
-

Cooking with Dairy Products, continued

Cooking with Cheese

When preparing breakfast foods with cheese it is important for you to know that:

- ❑ Many varieties of cheese are used in cooking.
 - ❑ When cooking with cheese:
 - Use low temperatures.
 - Use short cooking times.
 - Use grated cheese for faster and more uniform melting.
-

Preparing Eggs with Dairy Products

Overview

Now that you have an understanding of dairy products, you are ready to begin preparing egg dishes that may include dairy products. In this section we will:

- Prepare scrambled eggs
- Prepare omelets

At the end of this section, we will review both this section and the one on dairy products.

How to Prepare Scrambled Eggs

Scrambled eggs are best when cooked to order, but may also be made in large quantities.

Follow these steps to prepare scrambled eggs:

STEP	ACTION
1.	Collect all the equipment and food items.
2.	Prepare the griddle for cooking, and preheat it to 325 °F.
3.	Break the eggs into a dish.
4.	When the griddle is hot enough, lightly spray the surface with pan coating.
5.	Use a 4-oz ladle to pour the eggs onto it.
6.	Cook the eggs, stirring gently in a circular or figure-eight motion, ensuring that the eggs are not broken into very small particles.
7.	Lift portions of coagulated egg so that uncooked egg can run underneath.
8.	When the eggs are set but still soft and moist, remove them from the heat.
9.	Turn the eggs out onto a plate.
End of procedure	

Continued next page

Preparing Eggs with Dairy Products, continued

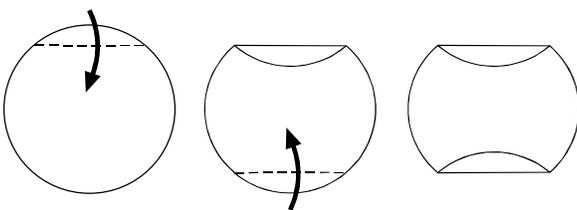
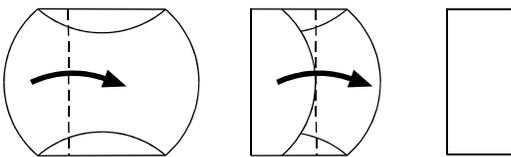
How to Prepare Scrambled Eggs, contd.

Key points:

- ❑ If scrambled eggs are to be held for volume service, they should be undercooked, as they will cook more in the steam table.
- ❑ Scrambled eggs should be soft and moist unless the customer/patron requests “scrambled hard.”
- ❑ Additions to scrambled eggs are limited only by your imagination.

How to Prepare Omelets

Follow these steps for preparing an omelet:

STEP	ACTION
1.	Select the ingredients and equipment to be used.
2.	Prepare the griddle for cooking, and preheat it to 325 °F.
3.	Beat two or three eggs in a small bowl just until well mixed.
4.	Grease the griddle lightly.
5.	Add the eggs north to south. They should begin to coagulate around the edges and on the bottom in a few seconds.
6.	Place the filling, if used, across the center north to south.
7.	Fold the north or south edge partway in, then the opposite edge. <div style="text-align: center;">  </div>
8.	Fold the east (or west) edge one-third of the way in as shown, then fold the same direction again. <div style="text-align: center;">  </div>
9.	Turn the omelet out onto a plate, and serve.
End of procedure	

Preparing Eggs with Dairy Products, continued

How to Prepare Omelets, contd.

Key points:

- ❑ Omelet fillings are limited only by your imagination.
 - ❑ Despite points made earlier about using low heat with eggs, omelets are cooked fast enough that their internal temperature never has time to get too high.
 - ❑ A finished omelet should be moist on the inside, tender on the outside, and yellow or slightly browned.
-

Topic Review (2 of 2)

Purpose

The intention of this exercise is to give you the opportunity to clarify and confirm your understanding of cooking with dairy products and the preparation of scrambled eggs and omelets.

Directions

Read the questions below and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (2 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. What is curdling and how can you prevent it when cooking with milk?

2. *Professional Cooking* lists five guidelines for cooking with cheese. Describe three of these.

Continued next page

Topic Review (2 of 2), continued

**Questions,
contd.**

Match each term below with the best-fitting description/characteristic:

TERM		DESCRIPTION/CHARACTERISTIC
3. Half and Half		A. Has about 60% of the water removed and a somewhat cooked flavor.
4. Omelet pan		B. Fresh, liquid milk, which has been cultured or soured by bacteria.
5. Light cream		C. Has been heated to kill disease-producing bacteria.
6. Conditioned pan		D. Has about 60% of the water removed and is heavily sweetened with sugar.
7. Condensed milk		E. Is also called <i>table cream</i> or <i>coffee cream</i> .
8. Evaporated milk		F. Has a fat content of 10 to 12 percent.
9. Buttermilk		G. Has sloping sides and shaped properly.
10. Pasteurized milk		H. Well seasoned, prepped to avoid sticking.

Lesson Review

Purpose

The intention of this exercise is to give you the opportunity to practice cooking-to-order the following egg dishes:

- Fried, over easy
- Fried, over hard
- Fried, over medium
- Hard cooked/boiled
- Omelet w/ cheese and sautéed mushrooms (or some other agreed upon ingredient)
- Poached
- Scrambled
- Soft cooked/boiled

Before practicing, be sure to observe a demonstration by your supervisor of how to prepare each of the egg dishes you will be practicing.

Directions

1. Make a stack of 10–12 index cards with an egg dish written on each card. The following egg dishes are represented and some dishes may occur twice:
 - Fried, over easy
 - Fried, over hard
 - Fried, over medium
 - Hard cooked/boiled
 - Omelet w/ cheese and sautéed mushrooms (or some other agreed-upon ingredient)
 - Poached
 - Scrambled
 - Soft cooked/boiled
 2. Prepare for the exercise by collecting enough equipment, eggs, and additional ingredients (such as cheese, mushrooms, onions, etc.) for 10–12 dishes. One or two dishes will likely include additional ingredients.
 3. Turn over a card, treat the dish marked on the card as an order from a customer/patron, and prepare the dish.
 4. When you have finished, the completed dish is reviewed and commented on by the supervisor.
 5. Note the feedback given.
 6. Repeat the exercise until all cards have been completed and he or she has received feedback on all dishes.
-

Performance Evaluation



Once you have completed this lesson — meaning you have read the material, completed the lesson review, observed demonstrations of core tasks, and then practiced the core tasks enough to be moderately competent in them — you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor’s observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

4.A.13 Prepare the following eggs cooked to order IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (*AFRS*), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

4.A.14 Prepare the following simmered egg products IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (*AFRS*), NAVSUP Publication 7:

- Poached
 - Soft cooked/boiled
 - Hard cooked/boiled
-

Topic Review (1 of 2) Feedback

Directions

Compare your answers in the Topic Review (1 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

Below are the questions and possible answers to the questions. Feel free to add to or change the answers to the questions as your knowledge and experience dictate.

1. Which grade of eggs would you choose to prepare poached eggs and why would you choose it?

AA is the best grade for poached eggs. Lower grades spread out too much to produce a high quality product.

2. Is it possible to prepare hard-boiled (hard-cooked) eggs in a pressure steamer? Give reasons for your answer.

Yes. Essentially, when preparing a hard-boiled egg, all you really need to do is apply heat evenly around the egg, and a pressure steamer will do that for you. At the same time, the high temperature may cause toughness and can turn the yolk green.

3. When separating or cracking eggs, break them one by one into a small bowl, then transfer each white to the larger bowl as it is separated. What reasons can you give for this advice?

(1) Because the fat contained in even a trace of yolk will prevent the whites from attaining proper volume when whipped. If you break the eggs one at a time into a small bowl, accidentally breaking a yolk will contaminate only one white, not the whole bowlful. (2) A poor-quality egg can be removed easily before it enters the larger bowl.

Continued next page

Topic Review (1 of 2) Feedback, continued

Questions, contd.

Match each term below with the best-fitting definition/characteristic:

TERM	
4. Over easy	I
5. AA	D
6. Coagulation	G
7. Poached eggs	E
8. Shell	C
9. Over medium	A
10. Yolk	B
11. Over hard	F
12. White	H

DEFINITION/CHARACTERISTIC
A. Cooked until the yolk is partially set.
B. High both in fat and protein, contains iron and several vitamins.
C. Porous, allows odors and flavors to be absorbed by the egg.
D. Has a firm yolk and white that stand up high when broken onto a flat surface and does not spread over a large area.
E. Bright, shiny appearance; compact, round shape, not spread or flattened; firm but tender whites; warm liquid yolks.
F. Cooked until yolk is completely set.
G. Eggs are largely protein, so when cooking them the principle of _____ is important to consider.
H. Clear and soluble when raw, white and firm when coagulated.
I. Cooked until the white is just set and the yolk is still liquid.

Topic Review (2 of 2) Feedback

Directions

Compare your answers in the Topic Review (2 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

Below are the questions and possible answers to the questions. Feel free to add to or change the answers to the questions as your knowledge and experience dictate.

1. What is curdling and how can you prevent it when cooking with milk?

Curdling is a process by which proteins solidify and separate from the whey. To prevent this, avoid combining milk with strong acids unless a starch is present to act as a stabilizer. Reduce cooking temperatures. Salt lightly unless the milk has been stabilized by starch. Heat or temper milk before adding it to a hot liquid.

2. *Professional Cooking* lists five guidelines for cooking with cheese. Describe three of these.

(1) Use low temperatures (e.g., do not boil sauces containing cheese); (2) Use short cooking times; (3) Grate cheese for faster more uniform melting; (4) Aged cheeses melt and blend more easily than young cheeses; (5) Aged cheese adds more flavor to foods than young, mild cheeses, so you need less of it.

Continued next page

Topic Review (2 of 2) Feedback, continued

Questions, contd.

Match each term below with the best-fitting description/characteristic:

TERM		DESCRIPTION/CHARACTERISTIC
3. Half-and-half	F	A. Has about 60% of the water removed and a somewhat cooked flavor.
4. Omelet pan	G	B. Fresh, liquid milk, which has been cultured or soured by bacteria.
5. Light cream	E	C. Has been heated to kill disease-producing bacteria.
6. Conditioned pan	H	D. Has about 60% of the water removed and is heavily sweetened with sugar.
7. Condensed milk	D	E. Is also called <i>table cream</i> or <i>coffee cream</i> .
8. Evaporated milk	A	F. Has a fat content of 10 to 12 percent.
9. Buttermilk	B	G. Has sloping sides and is shaped properly.
10. Pasteurized milk	C	H. Well seasoned, prepped to avoid sticking.

Lesson Review Feedback

Purpose

The intention of this exercise is to provide you an opportunity to practice cooking-to-order the following egg dishes:

- Fried, over easy
 - Fried, over hard
 - Fried, over medium
 - Hard cooked/boiled
 - Omelet w/ cheese and sautéed mushrooms (or some other agreed upon ingredient).
 - Poached
 - Scrambled
 - Soft cooked/boiled
-

Directions

When you finish preparing the eggs dishes, use Gisslen's standards in Breakfast Preparation, Dairy Products, and Coffee and Tea section of quality to guide your feedback.

Lesson Summary

Summary

In this lesson you learned about cooking eggs with and without dairy products. Having completed this lesson, you can:

Prepare the following simmered egg products:

- Poached
- Soft-cooked/boiled
- Hard-cooked/boiled

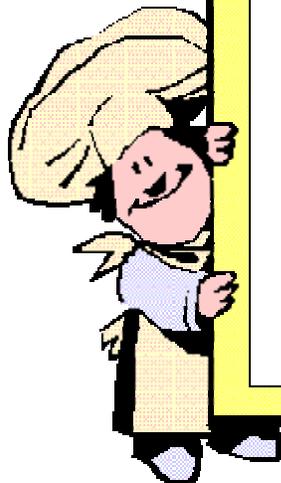
Prepare the following eggs cooked to order:

- Over easy
 - Over medium
 - Over hard
 - Scrambled
 - Omelet
-

Next in this Unit

In the next lesson you will learn how to quick breads.
You will learn about:

- How to prepare pancakes and waffles
- How to prepare biscuits
- How to prepare muffins
- How to cook progressively



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PERFORMANCE EVALUATION 5.2.1

How to Prepare Eggs

Goal

The student will perform the following:

- Prepare eggs over easy to order
 - Prepare eggs over medium to order
 - Prepare eggs over hard to order
 - Prepare scrambled eggs to order
 - Prepare omelets to order
 - Prepare poached eggs
 - Prepare soft-cooked/boiled eggs
 - Prepare hard-cooked/boiled eggs
-

Process

Given a recipe calling for eggs to order, you will prepare the eggs as required.

Directions

Using the recipe as a guideline, reference material, and job aids provided in the lesson, you will:

Hands-On Practice

1. Interpret the recipe.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Cook the eggs.
5. Prepare the cooked eggs to be served.

When you have completed the practice, see your supervisor for further instructions.

How to Prepare Eggs

Checklist

Fill in your name on the Unit 5 Performance Evaluation Checklists and hand them to your supervisor prior to completing the hands-on exercise.

Feedback

Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

PERFORMANCE EVALUATION 5.2.1A

Cook Eggs Over Easy to Order

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook until egg white is just set and yolk is still liquid.
- Keep yolk intact.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)			
5. The performer cooked the eggs until the whites were almost set (opaque but not solid white) and did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer cooked only until the white was just set, but the yolk was still liquid (a quick count to ten is usually sufficient).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 5.2.1B

Cook Eggs Over Medium to Order

Location: _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

- | | |
|---|---|
| <p>Criteria
 <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until egg white is just set and yolk is partially set. • Keep yolk intact. | <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time. |
|---|---|

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer preparee the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location: _____		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer cooked the eggs until the whites were almost set (opaque but not solid white). Did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer cooked only until the white was just set, but the yolk was still liquid (a quick count to twenty is usually sufficient).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 5.2.1C

Cook Eggs Over Hard to Order

Location: _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

<p>Criteria <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until egg white is just set and yolk is completely set, but not overcooked. • Keep yolk intact. 	<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
--	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer broke the yolk, cooked the eggs until the whites were almost set (opaque but not solid white) and did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer cooked only until the yolk was completely set.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.2.1D

Cook Scrambled Eggs to Order

Location: _____ _____	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>
------------------------------------	---

EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until eggs are set but still soft and moist. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer prepared the griddle for cooking, and preheated it to 325 °F.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer used a 4-oz ladle to pour the eggs onto it.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer cooked the eggs, stirring gently in a circular or figure eight motion, ensuring that the eggs were not broken into very small particles.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer lifted portions of coagulated egg so that uncooked egg could run underneath.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. When the eggs were set but still soft and moist, the performer removed them from the heat.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer turned the eggs out onto a plate.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 5.2.1E

Cook Omelets to Order

Location: _____ _____	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount; do not over or undercook.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/	/	/	/	/	/	/	/		
		Date				Date				Date		
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer broke two or three eggs into a small bowl and beat them just until well mixed.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer greased the griddle lightly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer added the eggs, north to south.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____		Completed by: _____ (Enter your name)						Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer placed the filling, if used, across the center, north to south.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>					
6. The performer folded the north or south edge partway in, then the opposite edge.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>					
7. The performer folded the east (or west) edge one-third of the way in, as shown, then folded it in the same direction again.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>					
8. The performer turned the omelet out onto a plate, and served it.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>					
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 5.2.1F

Cook Poached Eggs

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount; do not over or undercook.
- Cooked egg has bright, shiny appearance
- Cooked egg has compact, round shape, not spread or flattened
- Cooked egg is firm but tender whites; warm, liquid yolks.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer brought the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer broke the eggs, one at time, into a dish or a small plate and slid them into the simmering water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer poached the eggs 3 to 5 minutes, until the whites were coagulated but the yolks were still soft.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer removed the eggs with a slotted spoon or skimmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer determined how the eggs were to be prepared for serving: <ul style="list-style-type: none"> • To serve immediately, drained very well • To hold for later use, plunged immediately into cold water to stop the cooking, and then reheated them briefly in hot water at serving time. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 5.2.1G

Cook Soft-Cooked/Boiled Eggs

Location: _____ _____	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount of time; do not over or undercook.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer brought the eggs to room temperature by: <ul style="list-style-type: none"> • Removing the eggs from the cooler one hour before cooking. • Placing the eggs in warm water for 5 minutes, and then draining them. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer placed the eggs in boiling water, then returned the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer simmered the eggs for 3–4 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer drained the eggs immediately.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
5. The performer determined how long to cool the eggs under cold water: <ul style="list-style-type: none"> • If the eggs were to be served hot, cooled the eggs for just a few seconds. • If the eggs were to be held for later use, cooled them further. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer peeled the eggs, starting at the large end (where the air sac is located). For easier peeling, the performer peeled the eggs while still warm, holding them under running water to help loosen the shell.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 5.2.1H

Cook Hard-Cooked/Boiled Eggs

Location: _____ _____	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria Accuracy: <ul style="list-style-type: none"> • Use the proper temperature. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
---	--

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer brought the eggs to room temperature by: <ul style="list-style-type: none"> • Removing the eggs from the cooler one hour before cooking. • Placing the eggs in warm water for 5 minutes, and then draining them. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer placed the eggs in boiling water, then returned the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer simmered the eggs for 12–15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer drained the eggs immediately.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
5. The performer determined how long to cool the eggs under cold running water depending on whether the eggs will be served hot or held for later use.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer peeled the eggs by: <ul style="list-style-type: none"> • Cracking the shell and starting at the large end (where the air sac is located), • Or peeling the eggs while still warm, and holding them under running water to help loosen the shell. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/> Go <input type="checkbox"/> No Go						<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

LESSON 3

How to Prepare Quick Breads

Introduction

Overview

In this lesson, you will learn how to prepare bread products leavened to develop faster than yeast-raised bread products. Many of these products are traditionally served at breakfast. This section of the lesson covers:

- Performance qualifications
 - Objectives
 - Performance evaluation
 - Tools and references
 - Recommended reading
 - Topics covered by this lesson
-

Performance Qualifications

This lesson covers two Enlisted Performance Qualifications (EPQs):

4.A.03 Cook, progressively, two items from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.27 PREPARE the following quick bread products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
 - Muffins
 - Biscuits
-

Objectives

Upon completion of this lesson, you will:

- Prepare pancakes and waffles.
 - Prepare French toast.
 - Prepare biscuits.
 - Prepare muffins.
 - Use the progressive cooking method.
-

Performance Evaluation

There will be two performance evaluations in this lesson. These evaluations will cover EPQs 4.A.03 and 4.A.27 as listed above.

Introduction, continued

Tools and References

The tools and references for this lesson include:

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- ❑ *Professional Cooking*, “Breakfast Breads, Cereals, and Meats” (Chapter 21).
 - ❑ Armed Forces Recipe Service (AFRS), pp. 135–140.
-

Topics Covered by This Lesson

This lesson covers the following topics:

- ❑ How to prepare pancakes and waffles
- ❑ How to prepare French toast
- ❑ How to prepare biscuits
- ❑ How to prepare muffins
- ❑ How to cook progressively

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

How to Prepare Pancakes and Waffles

Overview

Pancakes and waffles are among the breakfast breads—sometimes referred to as “quick breads”—that are often made-to-order. In this section, you will learn how to prepare pancakes and waffles.

We place pancakes and waffles together in this section because they are both made from pourable batters and are best when cooked to order and served hot.

About Quick Breads

Before you learn about pancakes and waffles, you should know a little about quick breads—what they are and why they are important.

Quick breads are breads that are quick to make because:

- ❑ They are leavened using chemical leaveners and steam—not by yeast—so no fermentation time is necessary.
- ❑ They are usually tender products with little gluten development, and mixing them takes just a few minutes.

Quick breads are important for two reasons:

- ❑ They are fresh, homemade bread products that are produced without the higher labor costs involved in making yeast breads.
 - ❑ They can be made in virtually unlimited varieties, using such ingredients as whole-wheat flour, cornmeal, bran, oatmeal, and many kinds of fruits, nuts, and spices.
-

How to Prepare Pancakes and Waffles, continued

How to Prepare Pancakes

Pancakes (also called griddlecakes and hot cakes) are a quick bread product made from a pourable batter and are cooked on a griddle.

To prepare pancakes, follow these steps:

STEP	ACTION
1.	Read the recipe guideline detail.
2.	Collect the ingredients and equipment.
3.	Prepare the griddle for cooking.
4.	Stir together the dry ingredients.
5.	Combine the liquid ingredients.
6.	Add liquid ingredients to dry ingredients.
7.	Mix the dry ingredients just enough to moisten them. Do not overmix.
8.	Preheat the griddle.
9.	Using a ladle or scoop, measure $\frac{1}{4}$ -cup portions onto the griddle surface, allowing space for spreading.
10.	Griddle the pancakes until the tops are full of bubbles and begin to look dry and the bottoms are golden brown.
11.	Turn the pancakes over and brown the other side.
12.	Remove the pancakes from the griddle and serve.
End of procedure	

Key points:

- A standard-size pancake requires $\frac{1}{4}$ cup (60 mL) of batter.
- Some batters may be prepared ahead of time and are often mixed the night before.
- Pancakes are typically served with butter and maple syrup or a syrup blend (pure maple syrup is expensive).
- Other accompaniments to pancakes may include: fruit syrups, jams, preserves, applesauce, and fruits such as strawberries or blueberries.
- Because pancakes toughen as they are held, they should be cooked to order whenever possible.
- Cook pancakes until their tops bubble.

How to Prepare Pancakes and Waffles, continued

How to Prepare Waffles

The preparation of waffles and pancakes are similar, except that while pancakes are cooked on a griddle, waffles are made on a special tool called a waffle iron. Waffles are made from a pourable batter and are best when cooked to order and served hot.

To prepare waffles, follow these steps:

STEP	ACTION
1.	Read the recipe guideline detail.
2.	Collect the ingredients and equipment.
3.	Preheat the waffle iron.
4.	Sift together the dry ingredients.
5.	Combine the liquid ingredients.
6.	Add liquid the ingredients to the dry ingredients.
7.	Mix the dry ingredients just enough to moisten them. Do not overmix.
8.	Beat the egg whites until they form soft peaks. Add sugar, and beat until stiff peaks form. Fold the egg white foam into the batter.
9.	Pour enough batter onto a lightly greased, preheated, waffle iron to almost cover the surface with a thin layer. Close the iron.
10.	Cook the waffles until the signal light indicates they are done or until steam is no longer emitted.
11.	Remove the waffles from the iron and serve.
End of procedure	

Key points:

- Whenever possible, waffles should be cooked to order and served hot.
- Waffles lose their crispness very quickly.
- The amount of batter required for waffles depends on the size of the waffle iron.
- Do not overmix—overmixing causes toughness in waffles.
- Cook waffles until steam is no longer emitted from the waffle iron.

How to Prepare French Toast

Overview

French toast is a popular breakfast food that has different versions in different regions. It also has an added advantage of being an excellent way to use day-old bread.

How to Prepare French Toast

Basic French toast consists of slices of bread dipped in a batter of eggs, milk, a little sugar, and flavorings. French toast is cooked on a griddle like pancakes.

To prepare French toast, follow these steps:

STEP	ACTION
1.	Read the recipe guideline detail.
2.	Collect the ingredients and equipment.
3.	Prepare the griddle for cooking.
4.	Place water in the mixer bowl.
5.	Combine the milk and sugar, and blend well. Add the blend to the water; whip on low speed until dissolved (about one minute).
6.	Add the eggs to the ingredients in the mixer bowl, and whip on medium speed until well blended (about 2 minutes). Refrigerate until ready to use.
7.	Preheat the griddle.
8.	Dip the bread in the egg mixture to coat both sides. Soak the bread in the mixture between five seconds (for fresh bread) and 15 seconds (for less fresh bread). Do not over-soak. Note: Whole wheat bread, multi-grain, or raisin-bread may be used.
9.	Place the coated bread on a greased griddle, and cook the bread on each side for about 1 1/2 minutes or until golden brown.
10.	Serve immediately.
End of procedure	

Continued next page

How to Prepare French Toast, continued

How to Prepare French Toast, contd.

Key points:

- ❑ The most common fault in making French toast is not soaking the bread long enough to allow the batter to penetrate. If the bread is just dipped in the batter, the final product is just dry bread with a little egg on the outside.
 - ❑ Popular flavorings in French toast include vanilla, cinnamon, and nutmeg. Other possibilities are grated lemon and orange rind as well as ground anise.
 - ❑ French toast is often dusted with powdered sugar before serving.
 - ❑ Whenever possible, French toast should be cooked to order.
-

Topic Review (1 of 2)

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of pancakes, waffles, and French toast and how to prepare them.

Directions

Read the questions below, and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (1 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. In the recipe for waffles, what is the purpose of beating the sugar into the egg whites rather than combining it with the other dry ingredients?

2. What special precautions might you take if you were making French toast from thick slices of French bread?

Review each question below and circle the best, most correct answer from among the answer items.

3. Waffles lose their crispness quickly.
 - a. True
 - b. False

Continued next page

Topic Review (1 of 2), continued

**Questions,
contd.**

4. Which of the following are best when made-to-order?
 - a. Pancakes
 - b. Waffles
 - c. French toast
 - d. All of the above
 5. Why are syrup blends often used instead of pure maple syrup?
 - a. Syrup blends taste better than pure maple syrup.
 - b. Syrup blends flow better than pure maple syrup.
 - c. Pure maple syrup is expensive.
 - d. Syrup blends can be reconstituted from powder by adding water.
 6. How much batter is typically used for a standard-sized pancake?
 - a. $\frac{1}{8}$ cup
 - b. $\frac{1}{4}$ cup
 - c. $\frac{3}{8}$ cup
 - d. $\frac{1}{2}$ cup
 7. How much batter is typically used for a waffle?
 - a. $\frac{1}{8}$ cup
 - b. $\frac{1}{4}$ cup
 - c. $\frac{3}{8}$ cup
 - d. It depends on the size of the waffle iron.
 8. Why are quick breads called “quick”?
 - a. They are leavened by chemical leaveners and steam—not by yeast—thus no fermentation time is required.
 - b. They use a fast-acting yeast that reduces cook times by 40–60%.
 - c. They must be placed in the very center (or “quick”) of the oven, pan, or griddle in order to be properly prepared.
 - d. They’re eaten faster than other types of breads.
 9. Pancakes are sometimes called hot cakes or griddle cakes.
 - a. True
 - b. False
 10. You’ve just received a complaint from one of your customers that your French toast is “too much like dry bread with a little egg on it.” What’s the likely cause of this?
 - a. When preparing the slice of bread, you soaked it too long.
 - b. When preparing the slice of bread, you did not soak it long enough.
 - c. The bread was not moist enough before you dipped it in the batter.
 - d. The customer probably doesn’t know anything about French toast.
-

How to Prepare Biscuits

Overview

There are two types of doughs used for quick breads: soft doughs and batters. Biscuits are made from soft doughs. Muffins, like pancakes and waffles, are made from a batter. You will learn how to prepare muffins in the next section.

In this section you will learn about:

- Gluten development in quick breads
 - How to prepare biscuits
-

Gluten Development in Quick Breads

Before preparing biscuits and muffins, you need to know that only slight gluten development is required in most quick breads. The reason for this is that the desired quality of tenderness in a quick bread is lost (the bread becomes chewy, like yeast breads) when the gluten is too strong.

Use the section “Gluten Development in Quick Breads” in *Professional Cooking*, to complete the table below:

In order to achieve low gluten development:

In biscuits...	
In muffins and pancakes...	

How to Prepare Biscuits, continued

How to Prepare Biscuits

Biscuits, another popular breakfast food and quick bread, complement breakfast items such as eggs, bacon, and omelets.

To prepare biscuits, follow these steps:

STEP	ACTION
1.	Read the recipe guideline detail.
2.	Collect the ingredients and equipment.
3.	Preheat oven to temperature listed in recipe guidelines.
4.	Scale all ingredients together into a mixing bowl.
5.	Combine the dry ingredients, and cut in the fat.
6.	Combine the liquid ingredients.
7.	Add the liquid to the dry ingredients.
8.	Mix just until the ingredients are combined and soft dough is formed.
9.	Bring the dough to the bench and knead it lightly by pressing it out and folding it in half.
10.	Rotate the dough 90 degrees after each fold.
11.	Repeat steps 8 and 9 about 3–5 times, until the dough is soft and slightly elastic, but not sticky. Do not over work the dough.
12.	<p>Start making up the biscuits.</p> <ul style="list-style-type: none"> ❑ Roll the biscuit dough into a sheet about $\frac{1}{2}$ inch evenly and uniformly thick. ❑ Cut into desired shapes, using round hand cutters or pastry cutters. ❑ Place the biscuits $\frac{1}{2}$ inch apart on baking sheet. ❑ Bake as soon as possible. ❑ If desired or indicated, the tops may be brushed with egg wash or milk before baking to aid browning.
End of Procedure	

Key point:

- ❑ Biscuits are baked at 450 °F for about 15 minutes.

How to Prepare Muffins

Overview

Muffins, like pancakes, are made from a batter and when prepared properly are mixed as little as possible—only until the dry ingredients are moistened—so that gluten development remains low.

How to Prepare Muffins

To prepare muffins, follow these steps:

STEP	ACTION								
1.	Read the recipe details.								
2.	Gather equipment and ingredients required.								
3.	Preheat oven to temperature listed in recipe guidelines.								
4.	Grease each cup of a twelve-cup muffin pan, or use paper muffin cups.								
5.	Sift together dry ingredients into mixing bowl.								
6.	Add shortening, eggs, and water to dry ingredients.								
7.	Mix ingredients in steps 5 and 6 at low speed until dry ingredients are moistened to create a batter. DO NOT OVERMIX.								
8.	<p>Determine the variation to add to the muffin batter as follows:</p> <table border="1" data-bbox="641 1192 1435 1688"> <thead> <tr> <th data-bbox="641 1192 922 1297">IF THE MUFFINS ARE TO BE...</th> <th data-bbox="922 1192 1435 1297">THEN IN ADDITION TO STEP 5...</th> </tr> </thead> <tbody> <tr> <td data-bbox="641 1297 922 1438">Apple,</td> <td data-bbox="922 1297 1435 1438">Fold in sugar, cinnamon, and fresh peeled and chopped or canned apples according to the recipe.</td> </tr> <tr> <td data-bbox="641 1438 922 1543">Banana,</td> <td data-bbox="922 1438 1435 1543">Add ripe mashed bananas according to the recipe.</td> </tr> <tr> <td data-bbox="641 1543 922 1688">Blueberry,</td> <td data-bbox="922 1543 1435 1688">Add fresh or thawed frozen or canned blueberries according to the recipe.</td> </tr> </tbody> </table> <p style="text-align: right;">Continued next page</p>	IF THE MUFFINS ARE TO BE...	THEN IN ADDITION TO STEP 5...	Apple,	Fold in sugar, cinnamon, and fresh peeled and chopped or canned apples according to the recipe.	Banana,	Add ripe mashed bananas according to the recipe.	Blueberry,	Add fresh or thawed frozen or canned blueberries according to the recipe.
IF THE MUFFINS ARE TO BE...	THEN IN ADDITION TO STEP 5...								
Apple,	Fold in sugar, cinnamon, and fresh peeled and chopped or canned apples according to the recipe.								
Banana,	Add ripe mashed bananas according to the recipe.								
Blueberry,	Add fresh or thawed frozen or canned blueberries according to the recipe.								

How to Prepare Muffins, continued

How to Prepare Muffins, contd.

STEP	ACTION	
8. contd.	Determine the variation to add to the muffin batter as follows:	
	IF THE MUFFINS ARE TO BE...	THEN IN ADDITION TO STEP 5...
	Cinnamon crumb top	Mix softened butter, cinnamon, general-purpose flour, and packed brown sugar. Sprinkle this mixture on top of each muffin according to the recipe.
	Cranberry	Fold in washed, drained, and chopped fresh, dried, or frozen cranberries according to the recipe.
	Date	Fold in chopped and pitted dates according to the recipe.
	Nut	Fold in unsalted and chopped nuts according to the recipe.
	Oatmeal raisin	Add rolled oats and raisins according to the recipe.
	Raisin	Fold in raisins according to the recipe.
9.	Fill each cup of a twelve-cup muffin pan $\frac{2}{3}$ full. (A no. 20 scoop may be used.)	
10.	Bake 20–25 minutes, browning lightly. Test for doneness by inserting a toothpick into the center; the toothpick should come out clean.	
11.	Remove the muffins from the oven.	
12.	Allow the muffins to cool for ten minutes before removing from the pan.	
13.	Follow proper storage procedures.	
End of procedure		

Continued next page

How to Prepare Muffins, continued

How to Prepare Muffins, contd.

Key points:

- ❑ The mixing method used for muffins is also used for pancakes and waffles.
 - ❑ When scooping batter from the mixing bowl, you can minimize additional mixing by scooping from the outside edge.
-

Summary of Biscuit and Muffin Methods

In this section, you will summarize the biscuit and muffin methods for creating quick breads.

Use the Summary: Biscuit and Muffin Methods section in *Professional Cooking*, “Quick Breads” and the table below to create a summary of the biscuit and muffin methods.

	Biscuit Method	Muffin Method
DESCRIPTIONS		

How to Cook Progressively

Progressive Cooking

Progressive cooking is the continuous preparation of food in successive steps during the entire serving period (such as continuous preparation of vegetables, cook-to-order hamburgers, steaks, fried eggs, pancakes). It is a practical approach to serving large numbers of people and is not difficult to learn.

In progressive cooking, you prepare food in batches—in a predetermined quantity or number of servings—at selected time intervals for a given meal period.

Each food product prepared using the progressive cooking method is cooked a little differently; generally speaking, however, when you use this method, you will follow the steps below.

PROGRESSIVE COOKING PROCEDURE	
STEP	ACTION
1.	Prepare enough product to last on the serving line for 15 minutes.
2.	Observe the <i>quantity</i> and <i>quality</i> of product on the serving line as it diminishes.
3.	Just before the quantity or quality of product gets low, prepare enough product to last another 15 minutes on the serving line.
End of procedure	

Key points:

- ❑ Low quantity is the point at which it would take more time to cook the product than it takes for the existing product to be consumed. For example, if it takes five minutes to prepare a new batch of pancakes, you should have a new batch ready **BEFORE** the point at which it appears that the product on the serving line will run out in five minutes or less.
- ❑ Low quality is the point at which either the appearance or taste of the food product becomes unacceptable. For example, pancakes may become stale, green beans may turn gray, and sausage may become overcooked and dry.

Note: You will use progressive cooking to prepare pancakes in this lesson and one or more breakfast meats in Lesson 5.

Topic Review (2 of 2)

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of quick breads and how to prepare biscuits and muffins.

Directions

Read the questions below, and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (2 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. If you made a batch of muffins that came out of the oven tough with irregular shapes and large, elongated holes inside, what would you expect was the reason?

2. What is the most important difference between the biscuit method and the muffin method?

Review each question below and circle the best, most correct answer from among the answer items.

3. Muffins are made using what type of dough mixture?
 - a. Soft doughs
 - b. Batters
 - c. Hard doughs
 - d. Yeast doughs
4. Biscuits are made using what type of dough mixture?
 - a. Soft doughs
 - b. Batters
 - c. Hard doughs
 - d. Yeast doughs

Continued next page

Topic Review (2 of 2), continued

**Questions,
contd.**

5. In most quick breads, how much gluten development is desired?
 - a. None
 - b. Slight
 - c. Moderate
 - d. Strong
 6. When making biscuits, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Panic; (2) recover from panic.
 7. When making muffins, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Combine the liquid and dry ingredients, and (2) knead very lightly.
 8. Muffin batter can be prepared the night before use, because there's little impact to the mixture for 6-8 hours once the dry and liquid mixtures are combined.
 - a. True
 - b. False
 9. If you hear from some of your customers/patrons that your biscuits are tough, what is a likely reason for this?
 - a. You used a little too much shortening and cut it in less fat.
 - b. You did not knead the dough enough.
 - c. You overkneaded the dough.
 - d. The customers/patrons just like to complain.
 10. When transferring muffin batter from the mixing bowl to the baking pan, you can minimize additional mixing by scooping from the middle of the mixture to the edge.
 - a. True
 - b. False
-

Lesson Review

Purpose

The intention of this exercise is to give you the opportunity to:

- Practice preparing biscuits, muffins, and pancakes
 - Practice using the progressive cooking method
-

Directions

You will plan, prepare for, and cook:

- Biscuits
- Muffins
- Pancakes

Note: You will prepare pancakes using the progressive cooking method.

This activity will take place over the better part of a day. You will need to meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare pancakes
- How to prepare muffins
- How to prepare biscuits
- How to use the progressive cooking method

You will have time to ask questions to your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce the quick breads listed above.

Note: Use the space provided on the next few pages to help you document their thoughts and ideas on what you did well and what you can improve.

Lesson Review, continued

Purpose The intention of this exercise is to help you to practice preparing quick breads and practice using the progressive cooking method.

Specific areas of feedback the supervisor will be paying attention to include the following:

Providing Feedback

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in the lesson?
Recipe Conversions	How free from errors were the recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did they operate within safety and sanitation guidelines, including washing their hands, proper use of the 2-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did they manage their time? Was/were the product(s) completed on time?
Uniform	Did their uniform, as it was presented on the day of testing, meet the standard?
Use of the Progressive Cooking Method	How well did they use the progressive cooking method for keeping hot items fresh and ready at the serving line?

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor’s observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

4.A.03 Cook, progressively, two items from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

4.A.27 PREPARE the following quick bread products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

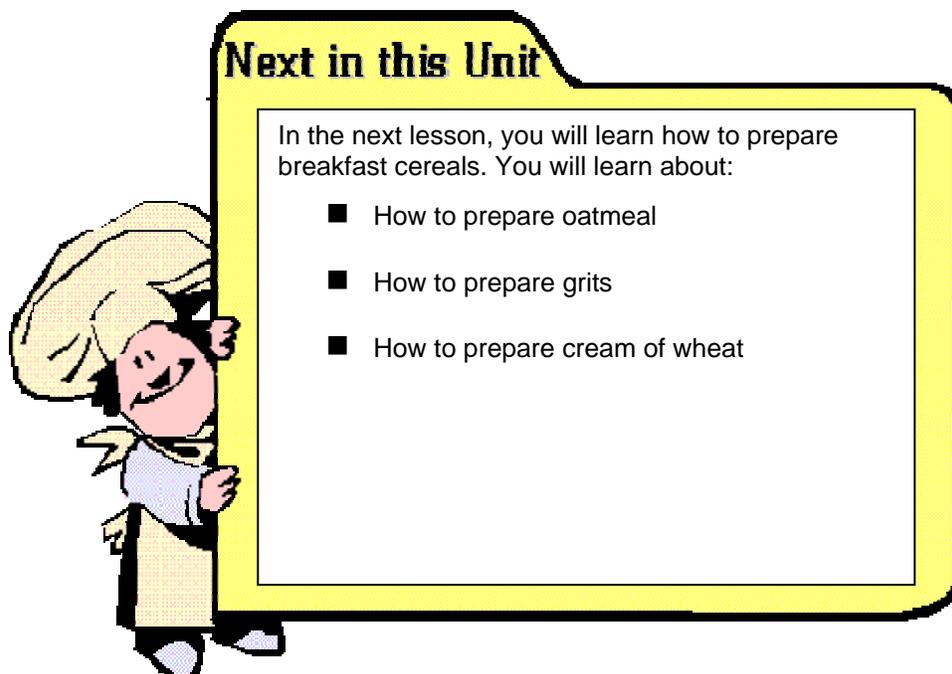
- Pancakes
 - Muffins
 - Biscuits
-

Lesson Summary

Summary

In this lesson, you learned about progressive cooking and the preparation of quick breads used in breakfast meals. Having completed this lesson, you can:

- Prepare pancakes and waffles
 - Prepare French toast
 - Prepare biscuits
 - Prepare muffins
 - Use the progressive cooking method
-



Topic Review (1 of 2) Feedback

Directions

Compare your answers in the Topic Review (1 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

1. In the recipe for waffles, what is the purpose of beating the sugar into the egg whites rather than combining it with the other dry ingredients?

The sugar makes the egg-white foam more stable.

2. What special precautions might you take if you were making French toast from thick slices of French bread?

Soak the bread long enough to allow the batter to penetrate.

Griddle at lower heat so that the French toast will cook through by the time it is browned.

Review each question below and circle the best, most correct, answer from among the answer items.

3. Waffles lose their crispness quickly.
- True**
 - False
4. Which of the following are best when made-to-order?
- Pancakes
 - Waffles
 - French toast
 - All of the above**
5. Why are syrup blends often used instead of pure maple syrup?
- Syrup blends taste better than pure maple syrup.
 - Syrup blends flow better than pure maple syrup.
 - Pure maple syrup is expensive.**
 - Syrup blends can be reconstituted from powder by adding water.
6. How much batter is typically used for a standard-size pancake?
- $\frac{1}{8}$ cup
 - $\frac{1}{4}$ cup**
 - $\frac{3}{8}$ cup
 - $\frac{1}{2}$ cup

Continued next page

Topic Review (1 of 2) Feedback, continued

**Questions,
contd.**

7. How much batter is typically used for a waffle?
 - a. $\frac{1}{8}$ cup
 - b. $\frac{1}{4}$ cup
 - c. $\frac{3}{8}$ cup
 - d. It depends on the size of the waffle iron**
 8. Why are quick breads called “quick”?
 - a. They are leavened by chemical leaveners and steam—not by yeast—thus no fermentation time is required.**
 - b. They use a fast-acting yeast that reduces cook times by 40–60%.
 - c. They must be placed in the very center (or “quick”) of the oven, pan, or griddle in order to be properly prepared.
 - d. They’re eaten faster than other types of breads.
 9. Pancakes are sometimes called hot cakes or griddle cakes.
 - a. True**
 - b. False
 10. You’ve just received a complaint from one of your customers that your French toast is “too much like dry bread with a little egg on it.” What’s the likely cause of this?
 - a. When preparing the slice of bread, you soaked it too long.
 - b. When preparing the slice of bread, you did not soak it long enough.**
 - c. The bread was not moist enough before you dipped it in the batter.
 - d. The customer probably doesn’t know anything about French toast.
-

Topic Review (2 of 2) Feedback

Purpose The intention of this exercise is to help you provide the students with an opportunity to clarify and confirm their understanding of quick breads and in particular how to prepare biscuits and muffins.

Directions Read the questions below and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (2 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. If you made a batch of muffins that came out of the oven tough with irregular shapes and large, elongated holes inside, what would you expect was the reason?

Overmixing (796)

2. What is the most important difference between the biscuit method and the muffin method?

In the biscuit method the fat is cut into the dry ingredients. In the muffin method, the fat is melted and added to the liquid ingredients. (Also, the biscuit method sometimes includes kneading.) (796–797)

Review each question below and circle the best, most correct answer from among the answer items.

3. Muffins are made using what type of dough mixture?
 - a. Soft doughs
 - b. Batters**
 - c. Hard doughs
 - d. Yeast doughs
4. Biscuits are made using what type of dough mixture?
 - a. Soft doughs**
 - b. Batters
 - c. Hard doughs
 - d. Yeast doughs

Continued next page

Topic Review (2 of 2) Feedback, continued

Questions, contd.

5. In most quick breads, how much gluten development is desired?
 - a. None
 - b. Slight**
 - c. Moderate
 - d. Strong
 6. When making biscuits, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.**
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Panic; (2) recover from panic.
 7. When making muffins, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.**
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Combine the liquid and dry ingredients, and (2) knead very lightly.
 8. Muffin batter can be prepared the night before use, because there's little impact to the mixture for 6-8 hours once the dry and liquid mixtures are combined.
 - a. True
 - b. False**
 9. If you hear from some of your customers/patrons that your biscuits are tough, what is a likely reason for this?
 - a. You used a little too much shortening and cut it in less fat.
 - b. You did not knead the dough enough.
 - c. You overkneaded the dough.**
 - d. The customers/patrons just like to complain.
 10. When transferring muffin batter from the mixing bowl to the baking pan, you can minimize additional mixing by scooping from the middle of the mixture to the edge.
 - a. True
 - b. False**
-

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PERFORMANCE EVALUATION 5.3.1

Preparing Quick Breads

Goal	<p>The student will perform the following:</p> <ul style="list-style-type: none">• Prepare pancakes from raw ingredients• Prepare muffins from raw ingredients• Prepare biscuits from raw ingredients <hr/>
Process	<p>Given a recipe calling for quick breads, you will prepare the quick breads, starting from raw ingredients.</p> <hr/>
Directions Hands-On Practice	<p>Using the recipe as a guideline, and reference material and job aids provided by the supervisor, you will:</p> <ol style="list-style-type: none">1. Interpret the recipe.2. Collect all the equipment and food items.3. Prepare the equipment and food items.4. Prepare the quick breads.5. Mix ingredients properly.6. Cook prepared ingredients to proper doneness.7. Prepare the completed quick breads to be served. <p>When you have completed the practice, see your supervisor for further instructions.</p> <hr/>
Checklist	<p>Fill in your name on the Unit 5 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.</p> <hr/>
Feedback	<p>Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.</p> <hr/>

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PERFORMANCE EVALUATION 5.3.1A

Prepare Pancakes from Raw Ingredients

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
- Muffins
- Biscuits

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly.
--	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer stirred together the dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer combined the liquid ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer added liquid ingredients to dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer mixed just until dry ingredients were thoroughly moistened. Did not over mix.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Continued next page

Location _____	Completed by: _____ Reviewed by: _____									
	(Enter your name)				(Obtain Supervisor's signature)					
5. Using a ladle or scoop, the performer measured 1/4-cup portions onto a lightly greased, preheated griddle.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer allowed space for spreading.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer griddled the pancakes until the tops were full of bubbles and began to look dry and the bottoms were golden brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer turned pancakes and browned other side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer removed pancakes from griddle and served.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 5.3.1B

Prepare Muffins from Raw Ingredients

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
- Muffins
- Biscuits

Criteria

Accuracy:

- Muffins are prepared according to the recipe.
- Muffins are properly cooked (not over/under-cooked).

Safety:

- Proper equipment selected 100% of the time.
- Equipment used correctly.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer preheated oven to temperature listed in recipe guidelines.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer greased each cup of a twelve-cup muffin pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer sifted together dry ingredients into mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer added shortening, eggs, and water to dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
5. The performer mixed ingredients in step 3 and step 4 at low speed until dry ingredients were moistened to create a batter. Note: Did not over mix.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer determined variation to add to muffin batter. <ul style="list-style-type: none"> • For blueberry, added fresh or thawed frozen, or canned blueberries according to the recipe. • For raisins, folded in raisins according to recipe. • For banana, added ripe mashed bananas according to the recipe. • For apple, folded in sugar, cinnamon, fresh, peeled, and chopped or canned apples according to the recipe. • For cinnamon crumb top, mixed softened butter or margarine, cinnamon, general purpose flour, packed brown sugar, and sprinkled on top of each muffin according to the recipe. • For cranberry, folded in washed, drained, and chopped fresh, dried, or frozen cranberries according to the recipe. • For date, folded in chopped and pitted dates according to the recipe. • For nut, folded in unsalted and chopped nuts according to the recipe. • For oatmeal raisin, added rolled oats and raisins according to the recipe. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer filled each cup of a twelve-cup muffin pan $\frac{2}{3}$ full.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
continued next page									

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
8. The performer baked muffins 20 to 25 minutes or until lightly browned.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer removed muffins from oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
10. The performer allowed muffins to cool.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
11. The performer followed proper storage procedures.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 5.3.1C

Prepare Biscuits from Raw Ingredients

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
- Muffins
- Biscuits

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly.
--	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer scaled all ingredients together into a mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer combined dry ingredients, and cut in fat.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer combined the liquid ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer added the liquid to the dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location _____	Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)				
5. The performer mixed just until the ingredients were combined and soft dough is formed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer brought the dough to the bench and kneaded it lightly by pressing it out and folding it in half.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer rotated the dough 90 degrees after each fold.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer repeated step 8 and 9 about 3 to 5 times, until the dough was soft and slightly elastic but not sticky. Did not over work the dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer started making up the biscuits:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer rolled the biscuit dough into a sheet about ½ inch, evenly and uniformly thick.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer cut the dough into desired shapes, using round hand cutters or pastry cutters.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer placed the biscuits ½ inch apart on baking sheet.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer baked the dough as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. If desired or indicated, the performer brushed the tops of the dough with egg wash or milk before baking to aid browning.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go						<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 5.3.2

Using the Progressive Cooking Method

Goal	The student will perform the following: <ul style="list-style-type: none">• Use the progressive cooking method to prepare a quick bread product. <hr/>
Process	Given a menu that calls for pancakes, you will prepare the pancakes, using the progressive cooking method. <hr/>
Directions Hands-On Practice	Using a recipe and procedure as guidelines, and a job aid provided by the supervisor, you will: <ol style="list-style-type: none">1. Prepare the product in a batch.2. Monitor the quantity and quality of the product on the serving line.3. Prepare a new batch before the quantity or quality of the product gets low.4. Swap the existing batch with the new batch on the serving line. When you have completed the practice, see your supervisor for further instructions. <hr/>
Checklist	Fill in your name on the Unit 5 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise. <hr/>
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you. <hr/>

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PERFORMANCE EVALUATION 5.3.2

Prepare Pancakes using the Progressive Cooking Method

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.03 COOK, progressively, two items from an approved weekly menu IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
TASK	COMMENTS								
	Y	N	1st Attempt	Y	N	2nd Attempt	Y	N	3rd Attempt
	_____	_____	____/____/____ Date	_____	_____	____/____/____ Date	_____	_____	____/____/____ Date
1. The performer prepared enough product to last on the serving line for 15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer observed the quantity and quality of product on the serving line as it diminished.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. Just before the quantity or quality of product became too low, the performer prepared enough product to last another 15 minutes on the serving line.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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LESSON 4

How to Prepare Breakfast Cereals

Introduction

Overview

On a cold morning there is often nothing better to eat for breakfast than a bowl of hot cereal. In this lesson you will learn how to prepare three hot cereals.

This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic and Lesson Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers one Enlisted Performance Qualification (EPQ):

4.A.26 Prepare the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

Objectives

Upon completion of this lesson, you will:

- Prepare each of the three general types of cooked breakfast cereals.
-

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQ 4.A.26 as listed above.

Introduction, continued

Tools and References

The tools and references for this lesson include:

- Professional Cooking*, by Wayne Gisslen
 - Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - Unit 1, Appendix C, Glossary of Key Terms
 - Cookware/cooking equipment
 - Food products (oats, grits, salt, etc.) for all activities
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- Professional Cooking*, Chapter 21, “Breakfast Preparation, Dairy Products, and Coffee and Tea”
-

Topics Covered by This Lesson

This lesson includes the following components:

- How to prepare oatmeal
 - How to prepare grits
 - How to prepare Cream of Wheat
-

How to Prepare Oatmeal

Overview

In this section, you will learn about:

- The two types of cooked cereals
 - How to prepare oatmeal
-

Two Types of Cooked Cereals

There are two types of cooked cereals:

- Whole, cracked, or flaked cereals, such as oatmeal and cracked wheat
- Granular cereals such as Cream of Wheat (farina) and grits

Use the table below to learn more about the differences between these cereals.

HOT, COOKED CEREALS		
TYPE	SIZE OF PARTICLES	COMMON NAMES
Whole, cracked, or flaked	Large, can be added to boiling water without lumping.	Includes oatmeal (rolled oats), Scotch oatmeal (cracked oats), and cracked wheat.
Granular	Small, tend to lump when added to boiling water (often mixed with cold water first).	Includes grits and Cream of Wheat (farina).

Note: While grits is a granular cereal, despite the note above about mixing granular cereals with cold water, many grits recipes call for you to add them to boiling water, slowly and while stirring.

How to Prepare Oatmeal, continued

How to Prepare Oatmeal

Oatmeal has become a popular hot breakfast cereal for many reasons. In addition to being a tasty cereal that's popular on cold mornings, several medical studies point the health benefits of oats. The USFDA (United States Food and Drug Administration), for example, has endorsed oats, as a part of a diet low in saturated fat and cholesterol, in the fight against heart disease and certain cancers.

Also, the results of a recent trial published in the American Journal of Clinical Nutrition indicated that a regular intake of oatmeal, as a part of an otherwise healthy diet, may reduce high blood pressure levels. It appears that the soluble fiber content of oats seems to have a beneficial effect in lowering blood pressure levels.

To prepare oatmeal, follow the steps below:

STEP	ACTION
1.	Read the recipe details.
2.	Collect equipment and ingredients.
3.	Measure the correct amount of water and salt into a pot and bring the water to a boil.
4.	Add the cereal slowly, stirring constantly.
5.	Stir until some thickening takes place, then stop stirring.
6.	Reduce the heat to a slow simmer, cover, and cook until the desired doneness and consistency are reached.
7.	Keep covered until served to prevent drying.
End of procedure	

How to Prepare Grits

Overview

Grits come from corn kernels. They are the larger of two sizes of granules that emerge from the milling of corn kernels. In the milling process, the hull and germ of the corn grain are removed, leaving what is known as the endosperm. Heavy steel rollers are used to break up the endosperm into granules, which are then separated by a screening process. The larger of these granules are the grits; the smaller ones become cornmeal and corn flour.

How to Prepare Grits

To prepare grits, follow the steps below:

STEP	ACTION
1.	Read the recipe details.
2.	Collect equipment and ingredients.
3.	Measure the correct amount of water and salt into a pot and bring the water to a boil.
4.	Add the cereal slowly, stirring constantly.
5.	Stir until some thickening takes place, and then stop stirring.
6.	Reduce the heat to a slow simmer, cover, and cook until the desired doneness and consistency are reached.
7.	Keep covered until served to prevent drying.
End of procedure	

How to Prepare Cream of Wheat

Overview

Cream of Wheat (also known as farina) is a trade name used in the U.S. to describe a porridge made from semolina. Semolina is coarsely ground durum wheat. Semolina is also the primary ingredient in all pasta and in couscous.

How to Prepare Cream of Wheat

To prepare Cream of Wheat, follow the steps below:

STEP	ACTION
1.	Read the recipe details.
2.	Collect equipment and ingredients.
3.	Measure the correct amount of water and salt into a pot and bring the water to a boil.
4.	Add a small amount of cold water to the cereal, to separate the granules before adding it to the boiling water.
5.	Add the cereal slowly, stirring constantly.
6.	Stir until some thickening takes place, and then stop stirring.
7.	Reduce heat to slow simmer, cover, and cook until the desired doneness and consistency are reached.
8.	Keep covered until served to prevent drying.
End of procedure	

Topic Review

Purpose The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of hot, cooked breakfast cereals.

Directions Review the Hot, Cooked Cereals table below.

For each of the statements in the left column, place an X in the column(s) corresponding to the cereal for which that statement is TRUE. Some statements may be true for more than one cereal. The first one has been completed for you. Feel free to use your books/guides as necessary.

When you have finished, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

HOT, COOKED CEREALS TABLE			
	OATMEAL	GRITS	CREAM OF WHEAT
Ex. Porridge made from Semolina.			X
1. Is a granular cereal.			
2. Is a whole cereal.			
3. Is also known as farina.			
4. Is prepared from a grain.			
5. Its particles are large.			
6. Its particles are small.			
7. When preparing, is NOT likely to lump when added to boiling water.			
8. When preparing, add a small amount of cold water before adding it to the boiling water.			
9. When preparing, add the cereal to the water slowly, stirring constantly.			
10. When preparing, it can be added directly to boiling water.			

Lesson Review

Purpose

The intention of this exercise is to give you the opportunity to practice preparing oatmeal, grits, and cream of wheat.

Directions

Plan, prepare for, and cook:

- Oatmeal
- Grits
- Cream of Wheat

This activity takes several hours. Meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare oatmeal
- How to prepare grits
- How to prepare Cream of Wheat

You can ask your supervisor questions before starting, but after that time you are on your own to plan and act on your plans to produce the hot, cooked cereals listed above.

Lesson Review, continued

Gathering Feedback

When you are finished preparing your cereals, gather feedback from your supervisor regarding what he/she thinks of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Specific areas of feedback the supervisor will pay attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the 2-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Use the space provided on the next few pages to help you document their thoughts and ideas on what you did well and what you can improve.

Lesson Review, continued

**Feedback on
Your
Preparation of
Grits**

Use this section to summarize the feedback you received from your supervisor regarding your preparation of grits.

THE FOOD I PREPARED	THE FEEDBACK I RECEIVED
Grits	What were the desired behaviors I performed that met or exceeded standards? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ What advice for improvement did I receive? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

4.A.26 Prepare the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

Lesson Summary

Summary

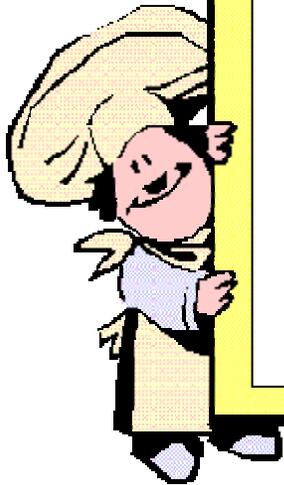
This lesson has explained how to prepare hot, cooked breakfast cereals. Having completed this lesson, you can:

- Prepare Oatmeal
 - Prepare Grits
 - Prepare Cream of Wheat
-

Next in this Unit

In the next lesson, you will learn how to prepare breakfast meats. You will learn about:

- How to prepare bacon
- How to prepare ham
- How to prepare sausage



Topic Review Feedback

Statements for Review

Use this table to check your response to the Topic Review exercise. Note that some statements are true for more than one cereal.

Consult your supervisor if you have any question regarding this exercise.

HOT, COOKED CEREALS TABLE			
	OATMEAL	GRITS	CREAM OF WHEAT
Ex. Porridge made from Semolina.			X
1. Is a granular cereal.		X	X
2. Is a whole cereal.	X		
3. Is also known as farina.			X
4. Is prepared from a grain.	X	X	X
5. Its particles are large.	X		
6. Its particles are small.		X	X
7. When preparing, is NOT likely to lump when added to boiling water.	X	X	
8. When preparing, add a small amount of cold water before adding it to the boiling water.			X
9. When preparing, add the cereal to the water slowly, stirring constantly.	X	X	X
10. When preparing, it can be added directly to boiling water.	X	X	

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PERFORMANCE EVALUATION 5.4.1

Preparing Breakfast Cereals

Goal The student will perform the following:

- Prepare oatmeal
 - Prepare grits
 - Prepare cream of wheat
-

Process Given a recipe calling for cooked cereal, you will prepare the cereal without using instant products.

Directions Using the recipe as a guideline, and reference material and job aids provided by the supervisor, you will:

Hands–On Practice

1. Interpret the recipe.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Prepare the cereal.
5. Mix ingredients properly.
6. Cook prepared ingredients to proper doneness.
7. Prepare the completed cereal to be served.

When you have completed the practice, see your supervisor for further instructions.

Checklist Fill in your name on the Unit 5 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise.

Feedback Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 5.4.1A

Prepare Oatmeal

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
EPQ 4.A.26 PREPARE the following cooked cereals IAW product instructions: <ul style="list-style-type: none"> Oatmeal Grits Cream of Wheat SupGuide: Ensure member DOES NOT use instant products.									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Product prepared properly 100% of the time, following the recipe guideline. 			<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Equipment use correctly. 						
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer added the cereal slowly stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer reduced heat to slow simmer, covered the pot, and cooked until desired doneness and consistency were reached.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
									continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)												
5. The performer kept the pot covered until served to prevent drying.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go					<input type="checkbox"/> Go <input type="checkbox"/> No Go					<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 5.4.1B

Prepare Grits

Location _____	Completed by: _____ <small>(Enter your name)</small>		Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>						
EPQ 4.A.26 PREPARE the following cooked cereals IAW product instructions: <ul style="list-style-type: none"> • Oatmeal • Grits • Cream of Wheat SupGuide: Ensure member DOES NOT use instant products.									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time • Product prepared properly 100% of the time, following the recipe guideline 			Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 						
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer added the cereal slowly, stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer reduced heat to slow simmer, covered the pot, and cooked the grits until desired doneness and consistency were reached.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer kept the pot covered until served to prevent drying.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 5.4.1C

Prepare Cream of Wheat

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
-----------------------------------	---	--

EPQ
4.A.26 PREPARE the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly.
---	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date			
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
2. The performer added a small amount of cold water to the cereal, to separate the granules before adding it to boiling water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
3. The performer added the cereal slowly stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
4. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				

continued next page

Location _____		Completed by: _____ (Enter your name)						Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer reduced heat to slow simmer, covered the pot, and cooked the cereal until desired doneness and consistency were reached.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer kept the pot covered until served to prevent drying.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

LESSON 5

How to Prepare Breakfast Meats

Introduction

Overview

In this lesson, you will learn how to prepare breakfast meats. There are three that appear on most breakfast menus, these are bacon, sausage, and ham.

This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers no EPQs directly, but one of the items prepared in this lesson will be used to complete 4.A.03 on progressive cooking.

4.A.03 Cook, progressively, two items from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Objectives

Upon completion of this lesson, you will know how to:

- Prepare bacon
 - Prepare ham
 - Prepare sausage
-

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQ 4.A.03 as listed above.

Introduction, continued

Tools and References

The tools and references for this lesson include:

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
-

To get the most out of this lesson, be sure to read the following:

- ❑ *Professional Cooking*, Chapter 21, Breakfast Preparation, Dairy Products, and Coffee and Tea
-

Topics Covered by This Lesson

This lesson includes the following components:

- ❑ How to Prepare Bacon
 - ❑ How to Prepare Ham
 - ❑ How to Prepare Sausage
-

How to Prepare Bacon

Overview

Bacon is a cured, smoked, pork product, and though it is available in whole slabs it is almost always purchased sliced. In the U.S., pork bellies are used. Canadian bacon is made from the rib eye of boneless pork loin, and most European countries use the ham (thigh) or shoulder to make bacon.

Bacon is a popular product, with more than 2 billion pounds of it produced in the U.S. each year.

In this section you will learn about:

- Thickness of bacon
 - How to prepare bacon
-

Thickness of Bacon

The thickness of bacon slices is determined by the number of slices per pound.

NAME	THICKNESS IN INCHES	SLICES PER POUND
Thin sliced bacon	$\frac{1}{32}$	28–32
Regular sliced bacon	$\frac{1}{16}$	18–22
Thick sliced bacon	$\frac{1}{8}$	10–14

Key point:

- The most common form of bacon is regular sliced at 18–22 slices per pound.
-

How to Prepare Bacon, continued

How to Prepare Bacon

The oven is most often used for cooking bacon in quantity, though a griddle or sauté pan may also be used. In the procedure below, the oven is used.

To prepare bacon, follow the steps below:

STEP	ACTION
1.	Read the recipe guideline.
2.	Preheat the oven.
3.	Collect the ingredients and equipment.
4.	Prepare the product as required.
5.	Lay out the bacon strips on sheet pans in a single layer or on racks over sheet pans.
6.	Bake at 300–350 °F until desired doneness or as recipe dictates.
7.	Remove from the oven, being careful not to spill the hot fat.
8.	Remove the bacon from the pan.
9.	If necessary, drain the bacon on absorbent paper or a perforated steam table pan to eliminate the excess fat.
10.	Serve or store until served.
End of procedure	

Key points:

- Bacon is about 70% fat and shrinks a great deal.
 - Bacon, as well as other meats, may be cooked at low temperatures to minimize shrinkage.
 - Remember that the process of cooking bacon produces a lot of hot fat. Be very careful when cooking and moving the bacon not to spill the fat.
-

How to Prepare Ham

Overview

Ham for breakfast service is almost always pre-cooked. Slices of 1 to 2 ounces need only be heated and browned slightly.

How to Prepare Ham

To prepare ham for breakfast, follow the steps below:

STEP	ACTION
1.	Read the recipe guideline.
2.	Collect the ingredients and equipment.
3.	Slice the ham to required thickness.
4.	Lightly grease the griddle.
5.	Pre-heat the griddle to 325 °F
6.	Place slices of ham on the griddle and cook them until their internal temperatures reach 150 °F and they are slightly browned.
7.	Use a spatula to flip the slices and cook the other sides as in step 6.
8.	Remove slices from the griddle. Serve immediately.
End of procedure	

Key points:

- ❑ Ham is generally sliced into 1- to 2-ounce portions to conserve ham and make for quicker heating and serving times.
 - ❑ Canadian bacon is a form of breakfast ham. It is pork loin that is cured and smoked like ham. It is handled like ham in the kitchen.
-

How to Prepare Sausage

Overview

Breakfast sausage is simply fresh pork that has been ground and seasoned. It is available in three forms:

- Patties
- Links
- Bulk

Because it is fresh pork, sausage must be cooked well done. At the same time, this does not mean that it should be cooked down to hard, dry, shrunken, little nuggets. Cook sausage well, but do not let it overcook.

In this section, we focus on cooking sausage in the form of links and patties.

How to Prepare Sausage

Most kitchens cook sausages by the same methods as bacon. For volume service, it is sometimes partially cooked in the oven, and then finished to order.

To prepare sausage for breakfast, follow the steps below:

STEP	ACTION	
1.	Read the recipe guideline.	
2.	Preheat the oven.	
3.	Collect the ingredients and equipment.	
4.	Prepare the product as required.	
5.	Lay out the sausage on sheet pans in a single layer or on racks over sheet pans.	
6.	Determine the appropriate cooking temperature:	
	IF SAUSAGE IS IN THE FORM OF...	THEN...
	Links	Bake in 400 °F oven for 10 minutes or until done (internal temperature reaches at least 155 °F). Turn after 5 minutes.
	Patties	Bake in 350 °F oven for 25 minutes or until done (internal temperature reaches 155 °F).
Continued next page		

How to Prepare Sausage, continued

How to Prepare Sausage, contd.

STEP	ACTION
7.	Remove the sheet pan from the oven.
8.	Remove the sausage from the sheet pan.
9.	If necessary, drain the sausages on absorbent paper or a perforated steam table pan to eliminate the excess fat.
10.	Serve or store until served.
End of procedure	

Key point:

- Link sausages hold better and longer than patties because the links are protected from drying by their casings.
-

Topic Review

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of bacon, ham, and sausage and how to prepare them.

Directions

Review the Breakfast Meat table below. For each of the statements in the left column, place an X in the column(s) corresponding to the breakfast meat for which that statement is TRUE. Some statements may be true for more than one meat. Note that the first one has been completed for you. Feel free to use your books/guides as necessary.

When you have finished, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

BREAKFAST MEATS TABLE			
	BACON	HAM	SAUSAGE
Ex. Is about 70% fat and shrinks a great deal	X		
1. A cured, smoked, pork product			
2. Fresh pork that has been ground and seasoned			
3. Available in whole slabs, but usually purchased sliced			
4. When cooking this, it's especially important to avoid spilling hot fat			
5. Available in three forms: patties, links, bulk			
6. When used for breakfast service, it is almost always pre-cooked			
7. Usually available in 18–22 slices per pound			
8. Canadian bacon is one form of this			

Lesson Review

Purpose The intention of this exercise is to give you another opportunity to prepare a breakfast meat and to practice progressive cooking.

Directions Part of this exercise is mandatory and part of it is optional. See your supervisor for details on how you will perform the exercise.

EPQ 4.A.03 requires that you cook at least *two* items using the progressive cooking method. You prepared one of these items in Lesson 3.

Because you still have one item to cook progressively, the essential part of this exercise is for you to plan, prepare for, and cook at least one of the following breakfast meats using the progressive cooking method:

- Bacon
- Ham
- Sausage

The optional part of this exercise is simply to cook the other breakfast meats—these will not necessarily need to be cooked using the progressive cooking method.

This activity takes several hours. Meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

Before practicing, be sure to observe a demonstration by your supervisor of how to use the progressive cooking method to prepare at least one of these items:

- Bacon
- Ham
- Sausage

Continued next page

Lesson Review, continued

**Directions,
contd.**

You will have time ask questions of your supervisor before starting, but after that time you will be on your own to plan and act on your plans to produce the breakfast meats listed above.

Note: On the next few pages, you will find feedback collection sheets for the progressive cooking method as well as each of the three breakfast meats. Use the space provided on the sheets to help you document your supervisor's thoughts and ideas on what you did well and what you can improve.

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor's observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark "go" for tasks you perform well and "no go" for tasks where you need improvement. Performing the core tasks well enough to receive a "go" from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a "no go," you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

4.A.03 Cook, progressively, two items from an approved weekly menu IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Lesson Summary

Summary

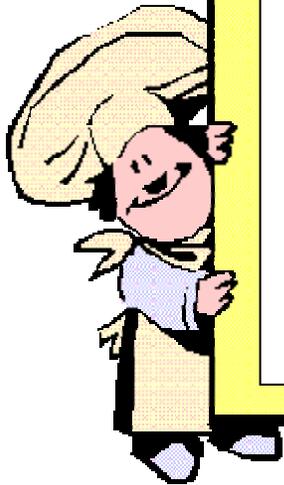
In this lesson, you learned about preparing meats used in breakfast meals. Having completed this lesson, you know how to:

- Prepare Bacon
 - Prepare Ham
 - Prepare Sausage
-

Next in this Unit

In the next lesson, you will learn how to prepare breakfast drinks. You will learn about:

- How to prepare brewed coffee
- How to prepare brewed ice tea
- How to prepare drink mix



Topic Review Feedback

Statements for Review

Use this table to check your response to the Topic Review exercise. Note that some statements are true for more than one cereal.

Consult your supervisor if you have any question regarding this exercise.

BREAKFAST MEATS TABLE			
	BACON	HAM	SAUSAGE
Ex. Is about 70% fat and shrinks a great deal	X		
1. A cured, smoked pork product	X	X	
2. Fresh pork that has been ground and seasoned			X
3. Available in whole slabs, but usually purchased sliced	X		
4. When cooking this, it's especially important to avoid spilling hot fat	X	X (OK)	X (OK)
5. Available in three forms: patties, links, bulk			X
6. When used for breakfast service, it is almost always pre-cooked		X	
7. Usually available in 18–22 slices per pound	X		
8. Canadian bacon is one form of this	X (OK)	X	

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PERFORMANCE EVALUATION 5.5.1

Using the Progressive Cooking Method

Goal	The student will perform the following: <ul style="list-style-type: none">• Use the progressive cooking method to prepare a breakfast meat. <hr/>
Process	Given a menu that calls for a breakfast meat (bacon, ham or sausage), you will prepare the breakfast meat, using the progressive cooking method. <hr/>
Directions Hands-On Practice	Using a recipe and procedure as guidelines, and a job aid provided by the supervisor, you will: <ol style="list-style-type: none">1. Prepare the product in a batch.2. Monitor the quantity and quality of the product on the serving line.3. Prepare a new batch before the quantity or quality of the product gets low.4. Swap the existing batch with the new batch on the serving line. When you have completed the practice, see your supervisor for further instructions. <hr/>
Checklist	Fill in your name on the Unit 5 Performance Evaluation Checklist and hand it to your supervisor prior to completing the hands-on exercise. <hr/>
Feedback	Your supervisor will review your performance for accuracy and completeness and provide any comments directly to you. <hr/>

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PERFORMANCE EVALUATION 5.5.1

Prepare a Breakfast Meat Using the Progressive Cooking Method

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.03 COOK, progressively, two items from an approved weekly menu IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
	COMMENTS								
TASK			1st Attempt			2nd Attempt			3rd Attempt
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer prepared enough product to last on the serving line for 15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer observed the quantity and quality of product on the serving line as it diminished.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. Just before the quantity or quality of product became too low, the performer prepared enough product to last another 15 minutes on the serving line.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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LESSON 6

How to Prepare Breakfast Drinks

Introduction

Overview

A good meal is not complete without a good beverage or two to accompany it. In fact, patrons often judge kitchens and restaurants almost entirely by the beverages they serve. You've probably heard someone say, "We don't go there anymore because the iced tea's so bad" or "We're there every morning because the coffee's so great." In this lesson, you will learn how to prepare three breakfast drinks that, if prepared properly, will make your patrons' dining experiences significantly more enjoyable.

This section of the lesson includes:

- Performance qualifications
- Objectives
- Performance evaluation
- Tools and references
- Recommended reading
- Topics covered by this lesson

As you read the material and complete the Topic Review exercises, be sure to write down any questions you have so that you can discuss them with your supervisor.

Performance Qualifications

This lesson covers one Enlisted Performance Qualification (EPQ):

4.A.04 Prepare brewed coffee, drink mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and Product Instructions.

Objectives

Upon completion of this lesson, you will:

- Prepare each of the three breakfast drinks.
-

Performance Evaluation

There will be a performance evaluation in this lesson. This evaluation will cover EPQ 4.A.04 as listed above.

Introduction, continued

Tools and References

The tools and references for this lesson include:

- ❑ *Professional Cooking*, by Wayne Gisslen
 - ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
 - ❑ Unit 1, Appendix C, Glossary of Key Terms
 - ❑ Beverage-making equipment for all activities (coffee makers, urns, etc.)
 - ❑ Food products (coffee, tea, drink mix, etc.) for all activities
-

Recommended Reading

To get the most out of this lesson, be sure to read the following:

- ❑ *Professional Cooking*, Chapter 21, “Breakfast Preparation, Dairy Products, and Coffee and Tea”
-

Topics Covered by This Lesson

This lesson includes the following components:

- ❑ How to prepare brewed coffee
 - ❑ How to prepare brewed iced tea
 - ❑ How to prepare drink mix
-

How to Prepare Brewed Coffee

Overview

In this section, you will learn about:

- Basic principles of coffee-making
 - How to prepare brewed coffee
-

Basic Principles of Coffee Making

Essentially, extracting flavors from ground coffee beans by dissolving them in hot water makes coffee. The way to make good coffee is to extract enough of these solids to make a flavorful beverage, but not too much to make it bitter.

Use the principles in the table below to help you achieve a flavorful coffee that's not too bitter:

BASIC PRINCIPLES OF COFFEEMAKING	
NO.	PRINCIPLE
1.	Use fresh coffee.
2.	Use the right grind and the right brewing time.
3.	Use the right proportions.
4.	Use fresh water.
5.	Use water at the right brewing temperature: 195–200 °F.
6.	Use a good, standardized, brewing procedure.
7.	Use clean equipment.
8.	Use good, clean filters.
9.	Use proper holding procedures.

See *Professional Cooking*, Breakfast Preparation, Dairy Products, and Coffee and Tea chapter, for details on these principles.

How to Prepare Brewed Coffee, continued

How to Prepare Brewed Coffee

Coffee making is basically a simple procedure: you pass hot water through ground coffee. However, the care with which you perform this operation, with attention to all the details, makes the difference between a rich, aromatic, satisfying beverage and a bitter, unpleasant liquid.

To prepare brewed coffee, follow the steps below:

STEP	ACTION							
1.	Read the recipe details.							
2.	Collect equipment and ingredients, including: <ul style="list-style-type: none"> ■ Coffee ■ Disposable filters ■ Filter funnel ■ Coffee urn/pot ■ Coffee grinder ■ Automatic drip coffeemaker 							
3.	Place the pot underneath the filter funnel.							
4.	Insert a disposable filter in the filter funnel.							
5.	Determine whether the coffee must be ground: <table border="1" data-bbox="592 1318 1377 1738" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="592 1318 857 1423">IF THE COFFEE BEANS...</th> <th data-bbox="857 1318 1377 1423">THEN...</th> </tr> </thead> <tbody> <tr> <td data-bbox="592 1423 857 1633">Have been ground,</td> <td data-bbox="857 1423 1377 1633"> Add 1 pound of ground coffee for each 1 ³/₄ to 2 ¹/₂ gallons of water into the coffee filter. Skip to step 9. </td> </tr> <tr> <td data-bbox="592 1633 857 1738">Have not been ground,</td> <td data-bbox="857 1633 1377 1738">Place the filter/funnel in the proper slot on the coffee grinder.</td> </tr> </tbody> </table>		IF THE COFFEE BEANS...	THEN...	Have been ground,	Add 1 pound of ground coffee for each 1 ³ / ₄ to 2 ¹ / ₂ gallons of water into the coffee filter. Skip to step 9.	Have not been ground,	Place the filter/funnel in the proper slot on the coffee grinder.
IF THE COFFEE BEANS...	THEN...							
Have been ground,	Add 1 pound of ground coffee for each 1 ³ / ₄ to 2 ¹ / ₂ gallons of water into the coffee filter. Skip to step 9.							
Have not been ground,	Place the filter/funnel in the proper slot on the coffee grinder.							
Continued next page								

How to Prepare Brewed Coffee, continued

How to Prepare Brewed Coffee, contd.	STEP	ACTION
	6.	Put coffee beans in the grinder (1 pound of coffee for each 1 ³ / ₄ to 2 ¹ / ₂ gallons of water).
	7.	Press Start on the grinder.
	8.	When the grinder stops grinding, remove the filter/funnel from the grinder.
	9.	Place filter/funnel into the proper slot in the coffeemaker.
	10.	Turn on the coffeemaker.
	11.	Press Start on the coffeemaker.
	12.	Check the coffee six minutes later.
	13.	If the coffee is too strong, add water after removing the used grounds, otherwise, go to step 14.
	14.	Hold at proper temperature of 185 °F to 190 °F, for no more than an hour.
	End of procedure	

Key points:

- Use fresh water when making coffee.
- Use the correct amount of water.
- Use water heated to 195 °F to 200 °F.
- Hold coffee at 185 °F to 190 °F for no more than one hour.
- Clean the equipment thoroughly after use.
- Assume that all pots, pans, stoves, steam tables, coffee urns, and pipes are hot before touching them.
- Use extreme care when working around steam cookers and coffee urns. Use a safe, non-collapsible platform to stand on when pouring hot water into the coffee bag at the top of the urn.

How to Prepare Brewed Iced Tea

Overview

Tea is an important breakfast drink in that it is less expensive to produce than coffee, it is one of the simplest of beverages to serve, and it does not require the equipment or the labor of coffee service.

In this section, you will learn how to prepare brewed iced tea.

How to Prepare Iced Tea

To prepare brewed iced tea, follow the steps below:

STEP	ACTION
1.	Read the recipe details.
2.	Collect all equipment and ingredients.
3.	Boil 1 quart of water.
4.	Place 2 oz. of tea in a pot.
5.	Pour the boiled water over the tea.
6.	Steep 5 minutes.
7.	Remove tea bags, or strain out loose leaves.
8.	Pour the tea into the dispenser.
9.	Add 3 quarts of cold tap water.
10.	Hold at room temperature for up to four hours.
11.	Serve over ice.
End of Procedure	

Key points:

- Tea is packed loosely in bulk or in bags of various sizes.
 - Refrigeration of freshly made iced tea may make the tea cloudy.
 - When instant tea is used, it is used primarily for iced tea because the processing results in the loss of much of the flavor and aroma essential to a good hot tea.
-

How to Prepare Drink Mix

Overview

Mixes are a commonly used for breakfast drinks because they store well, they are quick and easy to prepare, and they taste good.

How to Prepare Drink Mix

To prepare drink mix, follow the steps below:

STEP	ACTION
1.	Read the recipe details.
2.	Collect equipment and the mix.
3.	Pour the amount of water needed, as required by the directions, into a mixing container.
4.	Mix the water and the drink mix outside of the dispenser.
5.	Pour the mixture into the dispenser.
6.	Turn on the machine.
End of procedure	

Key point:

- ❑ Be sure to mix the water and the drink mix prior to placing it in the drink mix dispenser.
 - ❑ Drink mix comes in a variety of flavors, including orange, lemonade, grape, cherry, lemon-lime, and strawberry.
-

Topic Review

Purpose

The intention of this exercise is to give you the opportunity to clarify and/or confirm your understanding of breakfast drinks and how to prepare them.

Directions

Read the questions below, and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished, compare your answers to the correct answers in the “Topic Review Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them, and discuss them when you meet with your supervisor.

Questions

1. Why is using the proper grind important when making coffee?

2. Describe in general terms the procedure for making iced tea.

Review each question below and circle the best, most correct answer from among the answer items.

3. Coffee urns should be cleaned once a week.
 - a. True
 - b. False
4. Coffee is made by extracting flavors from ground coffee beans by _____.
 - a. Straining them through a filter
 - b. Pouring water over them
 - c. Roasting the beans
 - d. Dissolving them in hot water

Continued next page

Topic Review, continued

**Questions,
contd.**

5. Coffee made in an urn requires a brewing time of _____.
 - a. 2–4 minutes
 - b. 4–6 minutes
 - c. 6–8 minutes
 - d. 8–10 minutes
 6. Proper proportions for brewing coffee are one pound of coffee (500 grams of coffee) to roughly _____.
 - a. Two quarts of water (2 liters)
 - b. One gallon of water (4 liters)
 - c. Two gallons of water (8 liters)
 - d. Four gallons of water (16 liters)
 7. Proper water temperature for brewing coffee is _____.
 - a. 160–180 °F (70–82 °C)
 - b. 195–200 °F (90–93 °C)
 - c. 212 °F (100 °C)
 - d. None of the above
 8. To hold coffee for service _____.
 - a. Hold it at 185–190 °F (85–88 °C) for up to one hour
 - b. Hold it at 185–190 °F (85–88 °C) for up to four hours
 - c. Hold it at 200–212 °F (93–100 °C) for up to one hour
 - d. Refrigerate and then re-boil at service time
 9. When making coffee, it is important to _____.
 - a. Always brew with water that is between 220–230 °F (105–110 °C)
 - b. Use one pound of coffee for each 1 1/2 to 2 1/2 gallons of water
 - c. Avoid the use of tap water (use only chemically softened water)
 - d. Hold the coffee at no more than 160 °F (70 °C) for no more than three hours
 10. Drink mix comes in three flavors: orange, lemonade, and elderberry.
 - a. True
 - b. False
-

Lesson Review

Purpose

The intention of this exercise is to give you the opportunity to practice preparing brewed coffee, brewed iced tea, and drink mix.

Directions

Plan for and prepare:

- Brewed coffee
- Brewed iced tea
- Drink mix

This activity takes a few hours. Meet with your supervisor to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom you will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

Before practicing, be sure to observe a demonstration of the following tasks by your supervisor:

- How to prepare brewed coffee
- How to prepare brewed iced tea
- How to prepare drink mix

You can ask your supervisor questions before starting, but after that time you are on your own to plan and act on your plans to produce the breakfast drinks listed above.

Use the space provided on the next few pages to help you document their thoughts and ideas on what you did well and what you can improve.

Continued next page

Lesson Review, continued

Gathering Feedback

When you are finished preparing your breakfast drinks, gather feedback from your supervisor regarding what he think of:

- What you prepared (how it looks, how it tastes), and
- How you prepared it (the methods you used)

Specific areas of feedback the supervisor will pay attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety And Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the 2-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the products completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Performance Evaluation



Once you have completed this lesson—meaning you have read the material, completed the lesson review, observed demonstrations of core tasks, and then practiced the core tasks enough to be moderately competent in them—you are ready to demonstrate the tasks for sign-off.

Your supervisor will discuss this sign-off process with you. It will involve your demonstrating the core tasks under the supervisor’s observation, so that he or she can determine whether or not you are able to perform the tasks in a satisfactory manner. Using the Performance Evaluation sheets as a guide, he or she will mark “go” for tasks you perform well and “no go” for tasks where you need improvement. Performing the core tasks well enough to receive a “go” from your supervisor will mean that you met the Enlisted Performance Qualifications (EPQs) associated with the lesson. If you receive a “no go,” you must practice the core tasks, receive feedback, and practice again until you are able to perform the tasks well enough for sign-off.

The EPQs/core tasks for this lesson are:

4.A.04 Prepare brewed coffee, drink mix, and brewed iced tea IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and Product Instructions.

Lesson Summary

Summary

This lesson has explained how to prepare breakfast drinks. Having completed this lesson, you can:

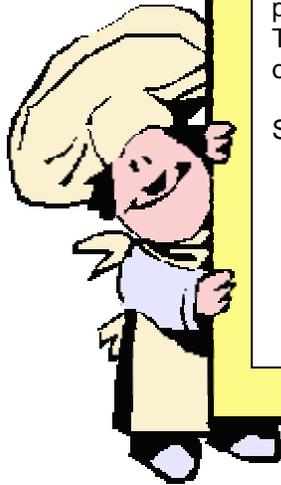
- ❑ Prepare brewed coffee
 - ❑ Prepare brewed iced tea
 - ❑ Prepare drink mix
-

Next in this Course

This is the last lesson of this unit. In the next unit, Unit 6, you will learn about how to prepare meat, poultry, fish, seafood, and sauces. The first lesson of Unit 6 will provide you with an overview of the unit.

Some of the topics covered in Unit 6 include:

- How to prepare pork and beef
- How to prepare poultry
- How to prepare seafood



Unit Summary

Summary

You've now completed Unit 5, Breakfast Food and Drinks.

To help you recall what you've learned in this unit, review this list of topics we covered.

UNIT 5 – BREAKFAST FOOD AND DRINKS	
LESSON	MAJOR TOPICS
1 – Overview	Overview of the Unit
2 – How to Prepare Eggs	<p>How to prepare eggs:</p> <ul style="list-style-type: none"> ■ Fried, Over Easy ■ Fried, Over Medium ■ Fried, Over Hard ■ Poached ■ Soft-cooked/boiled ■ Hard-cooked/boiled <p>Cooking with Dairy Products</p> <p>How to prepare eggs with dairy products:</p> <ul style="list-style-type: none"> ■ Scrambled ■ Omelets
3 – How to Prepare Quick Breads	<p>How to prepare:</p> <ul style="list-style-type: none"> ■ Pancakes ■ Waffles ■ French toast ■ Biscuits ■ Muffins
Continued next page	

Unit Summary, continued

Summary,
contd.

UNIT 5 – BREAKFAST FOOD AND DRINKS	
LESSON	MAJOR TOPICS
4 – How to Prepare Breakfast Cereals	How to prepare: <ul style="list-style-type: none"> ■ Oatmeal ■ Grits ■ Cream of Wheat
5 – How to Prepare Breakfast Meats	How to prepare: <ul style="list-style-type: none"> ■ Bacon ■ Ham ■ Sausage
6 – How to Prepare Breakfast Drinks	How to prepare: <ul style="list-style-type: none"> ■ Brewed Coffee ■ Brewed Iced Tea ■ Drink Mix

Congratulations on completing Unit 5! The next unit is on meat, poultry, seafood, and sauces.

Topic Review Feedback

Purpose The intention of this exercise is to help you provide the opportunity to clarify and confirm your understanding of breakfast drinks and how to prepare them.

Directions Read the questions below and answer them to the best of your knowledge. Encourage them to use their books/guides as necessary.

Ask them to notify you when they are finished.

Answers 1. Why is using the proper grind important when making coffee?

The proper grind depends on the extraction time of the equipment used. Too coarse a grind reduces the flavor of the brewed coffee. Too fine a grind makes it bitter.

2. Describe in general terms the procedure for making iced tea.

Bring fresh, cold water to a boil. Pour it over the tea in a pot. Let steep for 5 minutes. Remove the tea bag or strain off the tea from the loose leaves. Add cold water. Hold at room temperature for up to 4 hours. Serve over ice.

Review each question below and circle the best, most correct answer from among the answer items.

3. Coffee urns should be cleaned once a week.

- a. True
- b. **False**

4. Extracting flavors from ground coffee beans by _____ makes coffee.

- a. Straining them through a filter
- b. Pouring water over them
- c. Roasting the beans
- d. **Dissolving them in hot water**

Continued next page

Topic Review Feedback, continued

- Answers, contd.**
5. Coffee made in an urn requires a brewing time of _____.
 - a. 2-4 minutes
 - b. 4-6 minutes**
 - c. 6-8 minutes
 - d. 8-10 minutes
 6. Proper proportions for brewing coffee are one pound of coffee (500 grams of coffee) to roughly _____.
 - a. Two quarts of water (2 liters)
 - b. One gallon of water (4 liters)
 - c. Two gallons of water (8 liters)**
 - d. Four gallons of water (16 liters)
 7. Proper water temperature for brewing coffee is _____.
 - a. 160–180 °F (70–82 °C)
 - b. 195–200 °F (90–93 °C)**
 - c. 212 °F (100 °C)
 - d. None of the above
 8. To hold coffee for service _____.
 - a. Hold it at 185–190 °F (85–88 °C) for up to one hour**
 - b. Hold it at 185–190 °F (85–88 °C) for up to four hours
 - c. Hold it at 200–212 °F (93–100 °C) for up to one hour
 - d. Refrigerate and then re-boil at service time
 9. When making coffee, it is important to _____.
 - a. Always brew with water that is between 220–230 °F (105–110 °C).
 - b. Use one pound of coffee for each 1 ³/₄ to 2 ¹/₂ gallons of water.**
 - c. Avoid the use of tap water (use only chemically softened water).
 - d. Hold the coffee at no more than 160 °F (70 °C) for no more than three hours.
 10. Drink mix comes in three flavors: orange, lemonade, and elderberry.
 - a. True
 - b. False**
-

PERFORMANCE EVALUATION 5.6.1

Preparing Breakfast Drinks

Goal The student will perform the following:

- Prepare brewed coffee
 - Prepare brewed iced tea
 - Prepare drink mix
-

Process Given a recipe calling for a breakfast drink, you will prepare the breakfast drink.

Directions Using the recipe as a guideline, and reference material and job aids provided by the instructor, you will:

Hands-On Practice

1. Interpret the recipe.
2. Collect all the equipment and food items.
3. Prepare the equipment and food items.
4. Mix the ingredients properly.
5. (Coffee and tea only) Brew the prepared ingredients to the required strength.
6. Prepare the completed beverage to be served.

When you have completed the practice, see your instructor for further instructions.

Checklist Fill in your name on the Unit 5 Performance Evaluation Checklist and hand it to your instructor prior to completing the hands-on exercise.

Feedback Your instructor will review your performance for accuracy and completeness and provide any comments directly to you.

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PERFORMANCE EVALUATION 5.6.1A

Prepare Brewed Coffee

Location <hr style="border: none; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: none; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Use the correct grind Follow good brewing procedure 	<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Use fresh coffee 100% of the time
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer read the recipe details.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer collected equipment and ingredients, including: <ul style="list-style-type: none"> Coffee Disposable filters Filter funnel Coffee urn/pot Automatic drip coffeemaker 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer placed the pot underneath the filter funnel.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer inserted a disposable filter in the filter funnel.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

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Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer determined whether the coffee must be ground: <ul style="list-style-type: none"> For coffee already ground, the performer added 1 pound of ground coffee for each 1 ³/₄ to 2 ¹/₂ gallons of water into the coffee filter, and skipped to step 9. For coffee not already ground, the performer placed the filter/funnel in the proper slot on the coffee grinder. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer put coffee beans in the grinder (1 pound of coffee for each 1 ³ / ₄ to 2 ¹ / ₂ gallons of water).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer pressed Start on the grinder.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. When the grinder stopped grinding, the performer removed the filter/funnel from the grinder.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer placed filter/funnel into the proper slot in the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer turned on the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer pressed start on the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer checked the coffee six minutes later.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. If the coffee was too strong, the performer added water after removing the used grounds, otherwise, went to step 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. The performer held the coffee at proper temperature of 185 °F to 190 °F, for no more than an hour.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 5.6.1B

Prepare Brewed Iced Tea

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Follow the correct procedure 100% of the time 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Use fresh water 100% of the time.
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TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer read the recipe guideline details.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer collected equipment and ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer boiled 1 quart of water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer placed 2 oz. of tea in a pot.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer poured the boiled water over the tea.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer steeped the tea 5 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

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Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)																	
7. The performer removed tea bags, or strained out loose leaves.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
8. The performer poured the tea into the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
9. The performer added 3 quarts of cold tap water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
10. The performer held the tea at room temperature for up to four hours.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
11. The performer served the tea over ice.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go											

PERFORMANCE EVALUATION 5.6.1C

Prepare Drink Mix

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Use the right proportion of mix and water 100% of the time 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use fresh water 100% of the time.
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TASK	COMMENTS														
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt				
	Y	N	/	/	/	/	/	/	/	/	/	/	/		
		Date				Date				Date				Date	
1. The performer poured the amount of water needed, as required by the directions, into a mixing container.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					
2. The performer mixed the water and the drink mix outside of the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					
3. The performer poured the mixture into the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					
4. The performer turned on the machine.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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