

Teaching Basic Cooking Principles in 50 Minutes

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The First Question?

- ▶ **What Is the Purpose of Your Class?**

Cooking Principles are Important for:

- ▶ Home Economics Classes—these skills need to be taught so that students can cook healthy, economical meals at home for the rest of their lives and can teach it to their families.
- ▶ Vocational Level Classes—these skills will be needed for the student's entire working career.

Without Cooking Principles

- ▶ Students will not be able to follow recipes, but **MORE IMPORTANTLY**
- ▶ Students won't be able to ever create anything without a recipe and without all the ingredients.

What Principles Should Be Taught?

- ▶ Braising
- ▶ Sauté
- ▶ Blanching and Parboiling
- ▶ Steaming
- ▶ Grilling, Barbecuing, Smoking
- ▶ Deep Frying and Pan Frying
- ▶ Baking—sweet and savory
- ▶ Roasting
- ▶ Poaching, Simmering, Boiling
- ▶ Combination—critical in commercial cooking
- ▶ Basic sauce making

How to Teach Cooking Principles

- ▶ Do NOT focus on cooking
- ▶ Do focus on teaching cooking

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- ▶ **What the heck????????????**

How to Teach Cooking Principles

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- ▶ Do focus on teaching cooking

- ▶ Unless you have a course that serves food to guests and customers, the focus of your teaching should be teaching the students how to cook and not primarily worrying about what they are turning out at the end of the class to eat.

Braising

- ▶ Challenged by Mary
- ▶ Technique: season the product, dredge in flour, shake off excess, sear the product, deglaze the pan, add in flavorful liquid (not water) covering the product about halfway, add some aromatics, cover tightly and put it oven or burner. Turn over product if necessary.
- ▶ How do you teach braising in 50 Minutes? Belgium Endive doesn't cut it

Teaching Braising—The Answer

- ▶ The solution: Polish Sausage (or any other firm skin-on cooked sausage works. Avoid skinless sausages, as they tend to fall apart.)
 - ▶ Inexpensive
 - ▶ Food Safety issues minimalized
 - ▶ Can easily prepare in a tight time frame
 - ▶ Students are not afraid to handle them
 - ▶ Easily divisible among students

(Note: For block periods, try chicken drumsticks or uncooked sausages like bratwurst or Italian)

Sauté—To Jump

- ▶ Put down the tongs, spatula or spoon
- ▶ Teach What is Sautéing
- ▶ How Not to Teach the Sauté Technique
- ▶ Show why Stirring Doesn't Work with beans or coins (no Teflon/Silverstone Pans)
- ▶ Show Students How to Sauté with Pennies (away from the stove)
- ▶ Refine the Technique
- ▶ Practice Makes Perfect

Blanching and Parboiling

- ▶ OMG!!!!!! Easily done in 50 Minutes.
- ▶ But, seldom done in 50 Minutes since generally no finished product
- ▶ Things to do with blanched and parboiled product:
 - ▶ Create a vegetable salad and dressing
 - ▶ Peel tomatoes
 - ▶ Make a crudité
 - ▶ Teach how to make vegetables pretty (use broccoli for an example)
 - ▶ Make a stir fry
 - ▶ Make a pasta salad, Asian Chicken Salad, or tofu salad with blanched vegetables
 - ▶ Peel peaches and then slice and serve on yogurt or ice cream
 - ▶ Make pico de gallo with blanched tomatoes and peppers

Blanching and Parboiling Procedures

- ▶ Get your students ready to chill!
- ▶ Bring water to a boil (salt)
- ▶ Prepare the ingredients
- ▶ Chill in cold water, running cold water, or ice bath
- ▶ Drain and hold the product

NOTE: Time frames are fast. *Mise En Place* is critical.

Steaming

- ▶ 1. Steaming vs. Boiling
- ▶ 2. Equipment
 - ▶ A. Bamboo Baskets
 - ▶ B. Steaming Baskets vs. Perforated Hotel Pans
 - ▶ C. Pans with Cups, Plates that are Tightly Covered

Steaming

- ▶ 3. Season the Food
 - ▶ 4. Flavorful Liquid
 - ▶ 5. Placement: Rack vs. Plate
 - ▶ 6. Don't Overcook It
-
- ▶ The Sky Is The Limit but:

Steaming

- ▶ The Sky Is The Limit: but
- ▶ Uniform Size of Pieces
- ▶ Less Dense Cooks Better (Think fish not roast beef)
- ▶ Higher Moisture Contact Works Better
- ▶ And MAKE SURE YOU HAVE GOOD VENTILATION OR IT WILL LOOK LIKE

STEAMING



Grilling, Barbecuing and Smoking

- ▶ Teach your students the difference.
- ▶ Grilling—high heat, fast, product on a grill directly over the heat source
- ▶ Barbecuing—food is cooked over hot coals or hot wood. Low temperature, long time. Must be smoke.
- ▶ Smoking—either curing or cooking the smoke source is usually indirect. Usually a very long time, low temperature.
- ▶ Putting Barbecue Sauce on something doesn't make it Barbecue.

Grilling---or as Oprah teaches “You Go Grill!”

- ▶ Clean the grill
- ▶ Preheat the grill
- ▶ Diamonds are . . .
- ▶ 10 to 2 over 10 to 2
- ▶ Hardest thing to teach students—not to keep moving the product around
- ▶ Hamburgers, Hot Dogs, Mushrooms, Zucchini, Tofu, Chicken, etc.
- ▶ Be Creative with avocados, bananas, pineapple

Barbecuing

▶ **The Bad News**

▶ **But. . .**

Smoking

- ▶ The Good News
- ▶ Hotel pan, wood chips, perforated pan, foil

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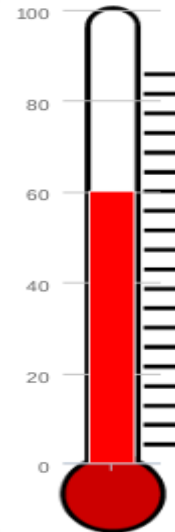


Deep Frying and Pan Frying

- ▶ Politically incorrect but . . .
- ▶ Teach the difference
 - ▶ Deep frying fully submersed
 - ▶ Battered vs. breaded vs. no coating
- ▶ Many students confuse with sauté
- ▶ The most critical part:

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Baking The Sweet Stuff

- ▶ Baking is for Cookies, that's not good enough for me
- ▶ Scones, muffins, quick breads
- ▶ Teach the key facts of sweet baking:
 - ▶ Don't monkey with Science
 - ▶ Formulas vs. Recipes
 - ▶ Measuring and Knowing how to and what unit to measure (Yeast, $\frac{1}{4}$ cup vs. $\frac{1}{4}$ ounce) Note: Article on measuring is attached.
 - ▶ Preheat the oven
 - ▶ Carryover heat
 - ▶ Convection Oven—time, temperature, rotate

Baking Savory

- ▶ Explain the difference between savory and sweet
 - ▶ Formulas aren't critical
 - ▶ Have to use your judgment (not all chickens are the same)
 - ▶ Food touches the pan (no rack)
 - ▶ Preheat the oven
 - ▶ Carryover heat
 - ▶ Convection Oven—time, temperature, rotate

Roasting

- ▶ Like Savory Baking but
- ▶ Food is on a Rack
- ▶ Note: For more flavorful product make the rack “natural” such as mirepoix. Also creates more flavorful drippings.

Poaching, Simmering, Boiling

- ▶ Poaching—bubbles in a glass of champagne
- ▶ Simmering—bubbles in a glass of Pepsi or 7-up
- ▶ Boiling—large bubbles rapidly breaking the surface

- ▶ The key is temperature control and a flavorful liquid

- ▶ Products—eggs, fish, chicken, potatoes, shell fish, the sky is the limit. Get your students to think about the structure of the product. The more delicate, the more gentle the cooking method.

Combination

- ▶ Two or more cooking techniques
- ▶ Critical in commercial cooking for flavor and timing of preparation
- ▶ Examples
 - ▶ Blanched then sautéed
 - ▶ Grilled then finished in the oven
 - ▶ Fried then finished in the oven
 - ▶ Parboiled then finished a la minute
 - ▶ Smoked and finished in a pan

Basic Sauce Making—Making Sure Your Students Know:

- ▶ What is a sauce—flavorful liquid thickened and seasoned
- ▶ What is the purpose of a sauce
- ▶ Why the liquid is so important
- ▶ How to thicken a sauce
 - ▶ How/when to add a thickening agent to the liquid
 - ▶ Types of thickening agents
 - ▶ Finishing the sauce
- ▶ Finishing the sauce
- ▶ Mother Sauces: Espagnole (brown sauce thickened with Brown Roux), Béchamel (milk thickened with white roux), Veloute (white stock thickened with a white roux), Hollandaise (butter and egg yolk), Tomato Sauce (tomatoes and stock thickened).

Remember—teaching how to make sauces, not making sauces

- ▶ Make the roux or slurry one day, and the sauces the next
- ▶ If you don't have time for stock, make broth.
- ▶ No time to make broth, buy stock or broth.
- ▶ When in a pinch use water. But, the students will not know what the sauce should taste like.
- ▶ Reality—students need to know about sauces for job interviews, particularly the mother sauce. As a practical matter. . .

Make Your Life a Little Easier

- ▶ Don't keep secrets
- ▶ Copy the handout on sauces in your materials—give them to your students.

Make Your Life a Little Easier and A Little Cheaper

- ▶ Don't keep secrets
- ▶ Copy the handout on sauces in your materials—give them to your students.
- ▶ HECK!!! Give them all of the handouts.
- ▶ Look at future 50 Minute Classroom Articles, most are designed so they can be given directly to your students.
- ▶ You have my permission, and it's free.

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