



Culinary Techniques

FOR HEALTHY SCHOOL MEALS


Preparing Yeast Breads

National Food Service Management Institute
The University of Mississippi
Culinary Techniques for Healthy School Meals

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National Food Service Management Institute The University of Mississippi

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The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Information Services and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Preparing Yeast Breads

Objectives

- Improve the quality of whole-grain yeast breads served to students.
- Improve the variety of whole-grain yeast breads served to students.
- Improve the appeal of whole-grain yeast breads served to students.

Main Ideas in This Lesson

- Yeast breads play an important role in a healthy diet.
- Each ingredient in a yeast bread recipe has a special job to do. Follow the recipe exactly. The culinary technique, straight-dough method for yeast breads, is a step-by-step way to prepare breads that meet quality standards.
- All yeast breads should be evaluated using the Quality Score Card before placement on the serving line.

Preparation for Learning

Review the list of recipes with each Culinary Technique. The recipes are available at:

U.S. Department of Agriculture, Food and Nutrition Service, & National Food Service Management Institute. (2005). *USDA recipes for child care*. University, MS: Author.

Available online at <http://www.nfsmi.org>

U.S. Department of Agriculture, Food and Nutrition Service, & National Food Service Management Institute. (2006). *USDA recipes for schools*. University, MS: Author.

Available online at <http://www.nfsmi.org>

Practice or Application

Prepare one or more of the recipes listed with one of the Culinary Techniques.

Additional Suggestions

Use the training kit, *On the Road to Professional Food Preparation*, to demonstrate correct measuring and weighing of ingredients.



Important Terms

Wheat Flour Terms

Enriched

Flour supplemented with iron and four B-vitamins (thiamine, niacin, riboflavin, and folate) and may be with calcium, to replace some of the nutrients lost during processing.

Fortified

Implies that something is added to a product that makes its nutritional status higher than the product made from unprocessed raw materials.

Pre-sifted flour

Sifted at the mill, making it unnecessary to sift before measuring.

Bromated flour

Largely discontinued in the United States. Ascorbic acid is now being added to strengthen the flour for bread doughs.

Bleached

Refers to flour that has been bleached chemically to whiten or improve the baking qualities. No change occurs in the nutritional value of the flour and no harmful chemical residues remain. Bleaching speeds up the natural lightening and maturing of flour.

Unbleached flour

Aged and bleached naturally by oxygen in the air. It is more golden in color and may not have the consistency in baking qualities that bleached flour does. Unbleached is preferred for yeast breads because bleaching affects gluten strength.

Patent flour, bleached or unbleached

The highest grade of flour. It is lower in ash and protein with good color. Market-wise, it is considered the highest in value and mostly used by bakers.

Culinary

Relating to the kitchen or cooking. An example of use is to describe food preparation skills as culinary skills.

Culinary Technique

A step-by-step food preparation method. The culinary technique discussed in this lesson is the straight-dough method for yeast breads.

Gluten

The protein in flour. Gluten strands are formed as the result of kneading the flour and water and they give the structure to a bread product.

Just-In-Time Preparation

This term is used throughout the lessons to mean preparing a menu item in small enough amounts so that it will be at its peak of quality when placed on the serving line. This preparation schedule avoids holding any food for a long time. Other terms that mean the same thing are *batch cooking* and *cooking to the line*.

Mise en Place (meez-un-plahss)

A French term used by chefs and other food professionals to describe all the different things that have to be done to get ready up to the point of cooking. Translated, it means *put in place*. It includes all the *get ready steps* in food preparation such as using the recipe to assemble the equipment needed and getting ingredients ready to combine.

Proofing

The final rising period before baking for yeast doughs that have been shaped.

Scaling

A baking term that means measuring and weighing ingredients. Dry ingredients should be weighed. If scales are not available, measure dry ingredients with dry measuring utensils. Liquid ingredients should be measured using liquid measuring utensils.

Slashing

Using a sharp knife to make several cuts diagonally across the bread loaf before it is baked. This is usually done for breads that have a hard crust, such as French bread. Also called docking.



Types of Flours

All-purpose flour – White flour milled from hard wheats or a blend of hard and soft wheats. It gives the best results for many kinds of products, including some yeast breads, quick breads, cakes, cookies, pastries, and noodles. It is usually enriched and may be bleached or unbleached. Protein varies from 8–11%.

Bread flour – White flour that is a blend of hard, high-protein wheats and has greater gluten strength and protein content than all-purpose flour. It is unbleached and in some cases conditioned with ascorbic acid. Protein varies from 12–14%.

Cake flour – A fine-textured, silky flour milled from soft wheats with low protein content. It is used to make cakes, cookies, crackers, quick breads, and some types of pastry. Cake flour has a greater percentage of starch and less protein, which keeps cakes and pastries tender and delicate. Protein varies from 7–9%.

Self-rising flour – Also referred to as phosphated flour, it is a convenience product made by adding salt and leavening to all-purpose flour. It is commonly used in biscuits and other quick breads, but is not recommended for yeast breads. One cup of self-rising flour contains 1 1/2 teaspoons baking powder and 1/2 teaspoon salt. Self-rising can be substituted for all-purpose flour by reducing salt and baking powder according to these proportions.

Pastry flour – Has properties intermediate between those of all-purpose and cake flours. It is usually milled from soft wheat for pastry-making, but can be used for cookies, cakes, crackers, and similar products. It differs from hard wheat flour in that it has a finer texture and lighter consistency. Protein varies from 8–9%.

Semolina – The coarsely ground endosperm of durum, a hard spring wheat with a high-gluten content and golden color. It is hard, granular, and resembles sugar. Semolina is usually enriched and is used to make couscous and pasta products such as spaghetti, vermicelli, macaroni, and lasagna noodles. Except for some specialty products, breads are seldom made with semolina.

Whole wheat flour and graham flour – Used interchangeably; nutrient values differ minimally. Either grinding the whole wheat kernel or recombining the white flour, germ, and bran that have been separated during milling produces them. Their only differences may be in coarseness and protein content. Insoluble fiber content is higher than in white flours.

Gluten flour – Usually milled from spring wheat and has a high protein (40–45%), low-starch content. It is mixed with other non-wheat or low-protein wheat flours to produce a stronger dough structure. Gluten flour improves baking quality and produces high-protein gluten bread.

Grains are divided into 2 subgroups, **whole grains** and **refined grains**.

Whole grains contain the entire grain kernel - the bran, germ, and endosperm. Examples:

- whole wheat flour
- bulgur (cracked wheat)
- oatmeal
- whole cornmeal
- brown rice

Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products:

- white flour
- degermed cornmeal
- white bread
- white rice

Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word “enriched” is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.



Yeast Breads and Healthy School Meals

Dietary guidelines recommend that half of our grains should be whole grains. School-baked yeast rolls are an excellent way to increase whole grains in students' diets. Grains provide important vitamins and minerals without providing large quantities of fat. Most breads and cereals are naturally low in fat. Only when butter, margarine, mayonnaise, or heavy sauces are added does this group become high in fat. Whole-grain breads and cereals are especially important because they provide a good source of dietary fiber.

Menu-Planning Practices for Healthy School Meals

- Plan a variety of breads and bread alternates such as whole wheat breads, multigrain breads, and brown rice.
- Offer school-baked bread, replacing most of the white flour with whole wheat flour. Begin slowly by replacing 1/3 of the white flour with whole wheat flour and gradually increasing until the whole wheat part is greater than 50%. More leavening ingredients and liquids may be required as the percentage of whole-grain flour increases.

Purchasing Practices for Healthy School Meals

- When purchasing oils and fats to use in preparing yeast breads, purchase polyunsaturated and/or monounsaturated oils, such as canola, corn, cottonseed, olive, peanut, safflower, soybeans, or sunflower oils.
- Do not purchase or use lard.
- Avoid hydrogenated oils/fats, which may contain trans fats.

Children should eat 4–7 ounce equivalents of grains each day with at least half of those grains whole grains.

According to *MyPyramid*:

- consuming foods rich in fiber, such as whole grains, as part of a healthy diet, reduces the risk of coronary heart disease.
- consuming foods rich in fiber, such as whole grains, as part of a healthy diet, may reduce constipation.
- eating at least 3 ounce equivalents a day of whole grains may help with weight management.



Yeast Breads and Healthy School Meals, *continued*

Nutrients in Grains

Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

- Dietary fiber from whole grains, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories. Whole grains are good sources of dietary fiber; most refined (processed) grains contain little fiber.
- The B vitamins (thiamin, riboflavin, niacin, and folate) play a key role in metabolism – they help the body release energy from protein, fat, and carbohydrates. The B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.
- Folate, another B vitamin, helps the body form red blood cells.
- Iron is used to carry oxygen in the blood. Many teenage girls and women in their childbearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other iron-containing foods along with foods rich in vitamin C, which can improve absorption of non-heme iron. Whole and enriched refined grain products are major sources of non-heme iron in American diets.
- Whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium protects cells from oxidation. It is also important for a healthy immune system.

Menus for school meals should provide students with a selection of whole-grain bread, pastas, rice, and cereals. This lesson is about preparing yeast breads, one of the most popular foods served in any school cafeteria. The smell of school-baked yeast breads gives an important message to students. The message is that school meals are made with pride by professionals who can prepare real foods from scratch. There are many excellent recipes that include interesting ways to present yeast breads. Some examples of yeast breads include pizza crusts, flatbreads, and breadsticks, a student favorite.



Basic Principles of Preparing Yeast Breads

The straight dough method is a culinary technique used by professional bakers the world over. Using it the right way with a good recipe insures quality yeast bread that can be served with pride.

Yeast bread recipes, like all other recipes, are based on principles of food production. Principles are rules that apply in many different situations. So even though there are thousands of recipes for different kinds of yeast breads, they are all based on the same basic principles of combining ingredients. Understanding these basic principles of preparing yeast breads is important because it explains the importance of each ingredient and why certain steps of a recipe must be completed.

Scaling is a baking term that means measuring and weighing ingredients. Dry ingredients should be weighed. Liquid ingredients can be measured by volume. Good quality yeast bread begins scaling the ingredients exactly for the amounts shown in the recipe.

Weighing and measuring ingredients the right way is the difference between success and failure in many recipes. To review the right way to weigh or measure ingredients, refer to *On The Road To Professional Food Preparation*, available at www.nfsmi.org.

Ingredients

Each ingredient in a yeast bread recipe has a special job to do. Following is an explanation of the function of the typical ingredients in a yeast bread recipe.

Ingredient 1: Flour

Purpose in the recipe

Flour is the main ingredient in yeast bread recipes. Gluten is a protein complex that develops from proteins found in flour, especially wheat flour. It develops into long strands when mixed with liquid. These strands form a structure

that traps air as bread rises and helps give the bread structure when baked. Different kinds of flour have different amounts of proteins that form gluten. Hard-wheat flour has more gluten-forming proteins than soft-wheat flour. Bread flour is made from hard-wheat flour. The greater amount of gluten-forming proteins helps form a stronger structure appropriate for bread. Cake or pastry flour is made from soft-wheat flour. Less gluten-forming proteins give a more delicate structure that is desirable for a cake or pastry. All-purpose flour, the kind usually used in schools, is a mixture of both hard-wheat and soft-wheat flour.

Types of flour

Types of flour include bread flour, all-purpose flour, self-rising flour, cake flour, whole wheat flour, whole wheat blends, and rye flour (20% rye flour). Whole wheat and rye flours by themselves do not contain enough protein to produce adequate gluten for yeast breads. Most whole wheat and rye breads contain some all-purpose or bread flour to give enough gluten.

How can the flour affect the quality of the bread?

Using the same roll or bread recipe, the following things can happen because of the flour:

Poor Volume – The bread does not rise as much as it should. The gluten in the flour was not developed enough (bread was not kneaded adequately) or the amount of gluten was not enough to give structure. An example is when whole wheat flour is substituted for too much of the all-purpose or bread flour in a recipe.

Coarse Texture – The bread has a coarse crumb. This can happen because the recipe was not followed and too little flour was added. Since the gluten in the flour gives the structure, too little gluten means that not enough elastic strands of gluten would be developed for a fine crumb. A coarse texture can also be caused from under kneading.



Ingredient 2: Yeast

Purpose in the recipe

Yeast is a living organism that produces carbon-dioxide gas that enables bread to rise. In order for the yeast to work, it must be alive. Packages of yeast show a use by date that means the yeast should be alive up to that date. Remember to use yeast by the date on the package and don't risk ruining an excellent recipe by using old yeast.

Types of yeast:

1. Active dry yeast – Free-flowing in foil bags or vacuum sealed. This yeast must be rehydrated in water at 95 °–100 °F.
2. Instant dry yeast – Vacuum sealed foil packages. This yeast is mixed with dry ingredients or added directly to dough.
3. Compressed yeast – Block form or bulk. Yeast bread recipes give specific instructions for use.

In school kitchens, instant dry yeast is often used. Instant dry yeast can be combined with all the other dry ingredients before the warm liquid is added. Because the instant dry yeast is protected by the flour in the mixture, the temperature of the liquid can be as high as 120 °F when it is added to the dry ingredients. Follow the recipe exactly when combining the yeast with warm liquid because liquid that is too hot will kill the yeast cells and liquid that is too cold will mean the yeast cells cannot grow. In either case, the yeast will not make the bread rise.

Reminder

Two items to check before combining ingredients:

- *To yield a quality product, the yeast should be checked to be sure it is not old and out of date.*
- *The temperature of the water should be checked before adding to the dry ingredients.*

How can the yeast affect the quality of the bread?

Heavy texture of the bread:

- Lack of proper mixing to distribute the yeast cells
- Lack of time for the yeast to grow
- Old or dead yeast
- Too little yeast (poor volume)

Bread with too great a volume results when too much yeast is used. A yeasty taste is caused by allowing bread to rise too long so that too much yeast grows.

Ingredient 3: Liquid

Purpose of liquid in the recipe

The liquid in a yeast bread recipe is needed to mix all the ingredients together and to moisten the protein so it can be developed into strands of gluten by kneading.

Types of Liquids:

1. Water
2. Milk

How can the liquid affect the quality of the bread?

The liquid must be carefully measured and should be at the right temperature for the kind of yeast to be used. **A liquid that is above 138 °F will kill the yeast; at temperatures below 34 °F the yeast will not grow.** The ideal temperature for the liquid in yeast bread is affected by the kind of yeast that will be used. Follow the recipe exactly for the temperature of the liquid. Use a stem-type thermometer to check the actual temperature of the liquid before it is added to the yeast or dry ingredient mixture.

Water has an effect on yeast bread dough. Soft water produces sticky doughs while hard water slows the fermentation of the dough. Warm water helps the dough reach the right temperature quicker than using cold.



Ingredient 4: Sugar

Purpose in the Recipe

Sugar in a yeast bread recipe provides food for the yeast. In proper amounts, it speeds the action of the yeast, helps the bread to brown, and contributes to tenderness. Recipes describe the right kind of sugar to use. Honey, molasses, and sorghum provide more sweetening power than white sugar, give a different flavor, make the bread darker, and improve the keeping qualities.

How can the sugar affect the quality of the bread?

A yeast bread gets some sugar from the action of the yeast on the flour and some is included in the recipe. In a sweet bread recipe, such as cinnamon rolls, the additional sugar causes the yeast to grow slower so the proofing time must be longer.

Ingredient 5: Salt

Purpose in the recipe

Even though yeast bread recipes do not contain much salt, the small amount used has several important roles to play.

- Salt adds flavor.
- Salt controls the yeast development and increases the time required for bread to rise.
- Salt has a firming effect on gluten structure.

Salt in yeast bread recipes should not be omitted or the amount changed from the recipe.

How can the salt affect the quality of the bread?

When there is too little salt, yeast grows too fast and the gluten structure will not support the bread. Too little salt causes the bread to fall and makes the texture too dense or heavy.

When salt is added to the mixture is important. It should be added with the flour and other dry ingredients, never to the yeast and water mixture since it can retard the growth of the yeast. A flat flavor occurs when salt is omitted.

Ingredient 6: Fat

Purpose in the recipe

The small amount of fat called for in yeast bread recipes should never be reduced. Fat provides flavor and tenderness in yeast breads. It helps the crust to brown and it gives the bread keeping quality. Yeast bread recipes may call for oil, margarine, or butter. Use the kind of fat specified in the recipe.

Butter and margarine both have 20% moisture so oil cannot be substituted in the same amount without adjusting the liquid, also...

Butter or margarine should not be added to the top of rolls before they are served. Adding this extra fat is not necessary for a good taste, and it adds too much fat to the bread.

How can the fat affect the quality of the bread?

Too little fat can cause the bread to be tough and lack flavor. Since fat affects the keeping quality, a recipe with too little fat means the bread will become stale quickly.





What Happened to the Yeast Bread?

Yeast Bread Problem	What Could Have Happened to Cause it?
Too much volume	<ul style="list-style-type: none">• Too much yeast• Oven temperature too low• Wrong kind of flour for the bread recipe• Too little salt• Overproofed• Too much dough for the baking pan
Too little volume	<ul style="list-style-type: none">• Too little yeast or old yeast• Dough chilled• Over- or underproofed• Not enough dough in the baking pan• Too much salt• Wrong kind of flour for the bread recipe• Kneaded too much or not enough
Pale color	<ul style="list-style-type: none">• Not enough sugar• Overfermented dough• Oven temperature too low• Dried crust formed before baking
Dark color	<ul style="list-style-type: none">• Too much sugar• Dough temperature too low• Baked too long• Too much milk• Oven temperature too high
Cracked crust	<ul style="list-style-type: none">• Overmixed• Improperly shaped• Top of hard-crust bread not slashed properly before baking• Dough too stiff• Cooled too fast• Dried crust formed during proofing
Blisters on crust	<ul style="list-style-type: none">• Too much liquid• Improperly shaped
Coarse texture	<ul style="list-style-type: none">• Not enough flour• Underkneaded• Temperature of dough out of mixer too high• Slack dough• Proofed too long or at too high a temperature
Large holes in bread	<ul style="list-style-type: none">• Too much yeast• Inadequate punch down• Overkneaded
Heavy texture	<ul style="list-style-type: none">• Underkneaded• Not enough yeast• Too short proofing time• Too much dough in the baking pan• Too cool proofing temperature• Poor distribution of ingredients• Yeast partially killed by hot liquid
Crumbly, dry	<ul style="list-style-type: none">• Too stiff dough• Dough proofed too long• Underkneaded• Oven temperature too low
Poor flavor	<ul style="list-style-type: none">• Flat flavor - too little salt• Sour flavor - too long proofing or poor quality ingredients• Yeasty flavor - too long proofing period or proofing temperature too warm

Culinary Technique The Straight-Dough Method for Yeast Breads

1. Scale ingredients.

Dry ingredients should be weighed and liquid ingredients should be measured.

2. Mix.

Combine all ingredients and mix with an upright mixer or a vertical mixer.

3. Knead.

Using the dough hook, increase the speed and knead until smooth.

4. Ferment.

Shape the dough into a round ball and leave in the mixing bowl in a warm place to rise.

5. Punch down the dough.

Pull the dough up on all sides, fold over the center, pressing down and turning over in the bowl.

6. Bench and rest.

Leave the dough for a short time to give it time to recover from punching down.

7. Portion dough.

Divide dough into portions as described in the recipe.

8. Round and shape.

Round and shape the dough as described in the recipe.

9. Bench proof.

Allow the shaped dough to rise until it is doubled in size and springs back slowly when punched with a finger

10. Bake.

Bake according to the time and temperature given in the recipe. Loaf bread will sound hollow when tapped lightly on the bottom.

11. Cool and store.

Cool yeast bread at room temperature after it is removed from the pan. Do not refrigerate.

Try these USDA Recipes that include this Culinary Technique

Cinnamon Rolls B-8

Italian Bread B-11

Pizza Crust B-14

Rolls (Yeast) B-16

White Bread B-19

Stromboli F-6





Quality Standards

Before any food is placed on the serving line, it should be evaluated using the Quality Score Card. The quality standards shown on the score card can only be reached when a yeast bread recipe is followed exactly. The school nutrition manager and assistant who prepared the food should make the determination whether the food product meets the standards on the Quality Score Card. If the decision is made that the food does not meet the quality standards, do the following things:

1. Substitute another bread product on the serving line. Follow the school district procedure for menu substitutions.
2. Use the bread another way, if possible, to avoid wasting the food. Some examples of ways yeast bread can be used include making salad croutons, bread crumbs, breading, and bread pudding.
3. Determine what happened during preparation that caused the poor quality and make plans to correct the preparation next time.





Quality Score Card for Yeast Breads

Date: _____ Name of Menu Item: _____

Proudly Prepared by _____

Quality Scored by _____

Directions: When the food is ready to serve, use this Quality Score Card to evaluate the quality. Mark **YES** when the food meets the standard and **NO** when it does not. Mark **NA** (Not Applicable) when a specific quality standard does not apply to the food being evaluated. Use the **COMMENTS** section to explain why a food does not meet a standard.

Remember, if a food does not meet the quality standards, it should not be placed on the serving line.

Quality Standard	Yes	No	NA	Comments
Appearance				
Color of crust is golden brown.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Color is smooth, free from air bubbles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Slices of bread are uniform in size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Rolls are uniform in size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Color of the interior is creamy white (or light brown, depending on the type of flour used).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Texture or Consistency				
Crust is tender (French bread or other hard crust breads should have a crisp crust).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Grain is moist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Grain is fine and even (free from holes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Bread is fresh, not dried out or stale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Crumb is elastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Flavor and Seasoning				
Bread is fresh-tasting with a nut-like flavor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Bread is free from foreign flavors such as rancid fat or sour taste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Service Temperature				
No lower than 60 °F	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



Culinary Application and Practice Activity

Description of the Activity

Culinary practice is an activity designed to give foodservice assistants an opportunity to practice preparing yeast breads using the Culinary Technique – The Straight-Dough Method for Yeast Breads. This practice should be completed within 10 days after the lesson. Use the Culinary Practice Score Card for the activity.

1. Foodservice assistants may work as partners or individually, depending on the directions from the manager. One partner should be someone who cooks and the other, someone who has other responsibilities. Both foodservice assistants should work together to complete the Culinary Practice.
2. The manager and foodservice assistants should discuss the culinary practice for preparing yeast breads. Make a note of the date the Culinary Practice should be completed and discussed with the manager.
3. The manager will approve the recipe to be used for the practice. The recipe should use the straight-dough method. Review the steps of this culinary technique:
 - Culinary Technique: The Straight-Dough Method for Yeast Breads
4. The manager and foodservice assistants who prepared the product will evaluate the product before it is placed on the serving line. Use the Quality Score Card for Yeast Breads.





Culinary Practice Score Card for Yeast Breads

Name(s): _____

(This practice activity may be completed individually or with a partner. The manager will make this assignment at the end of the lesson.)

Purpose: The purpose of the activity is to practice Preparing Yeast Breads.

Culinary Technique: (Identify the culinary technique that you will use. Refer to the previous pages for a description of each technique.)

Name of the Recipe: _____

Date for Production: _____

Directions: The manager and foodservice assistant(s) will select a recipe for yeast bread that includes one of the culinary techniques described in this lesson. Check **YES** or **NO** when each step is completed.

	Yes	No
<i>Plan food production for just-in-time service.</i>		
Did you plan food production for just-in-time service?	<input type="radio"/>	<input type="radio"/>
<i>Review the Quality Score Card and the recipe.</i>		
Did you review the recipe so you are familiar with the ingredients, equipment, and directions?	<input type="radio"/>	<input type="radio"/>
Did you review the Quality Score Card so you will know how the finished product should look and taste?	<input type="radio"/>	<input type="radio"/>
<i>Organize equipment and ingredients.</i>		
Did you assemble all the equipment needed?	<input type="radio"/>	<input type="radio"/>
Did you assemble all of the ingredients needed?	<input type="radio"/>	<input type="radio"/>
<i>Use the right culinary technique.</i>		
Did you use the culinary technique correctly?	<input type="radio"/>	<input type="radio"/>
<i>Deliver a quality product.</i>		
Did you use the Quality Score Card to evaluate the product?	<input type="radio"/>	<input type="radio"/>
Did you review the product with the manager?	<input type="radio"/>	<input type="radio"/>
<i>Discuss the following questions with the manager before serving.</i>		
How can the appearance of the food be improved?		
How can the flavor or taste of the food be improved?		
How can the texture and tenderness of the food be improved?		
How can the service temperature of the food be improved?		

The manager's signature indicates this practice has been completed satisfactorily. The manager should keep this on file or submit it to the central office to document the completion of the lesson.

Name of Manager: _____ Date Signed: _____



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