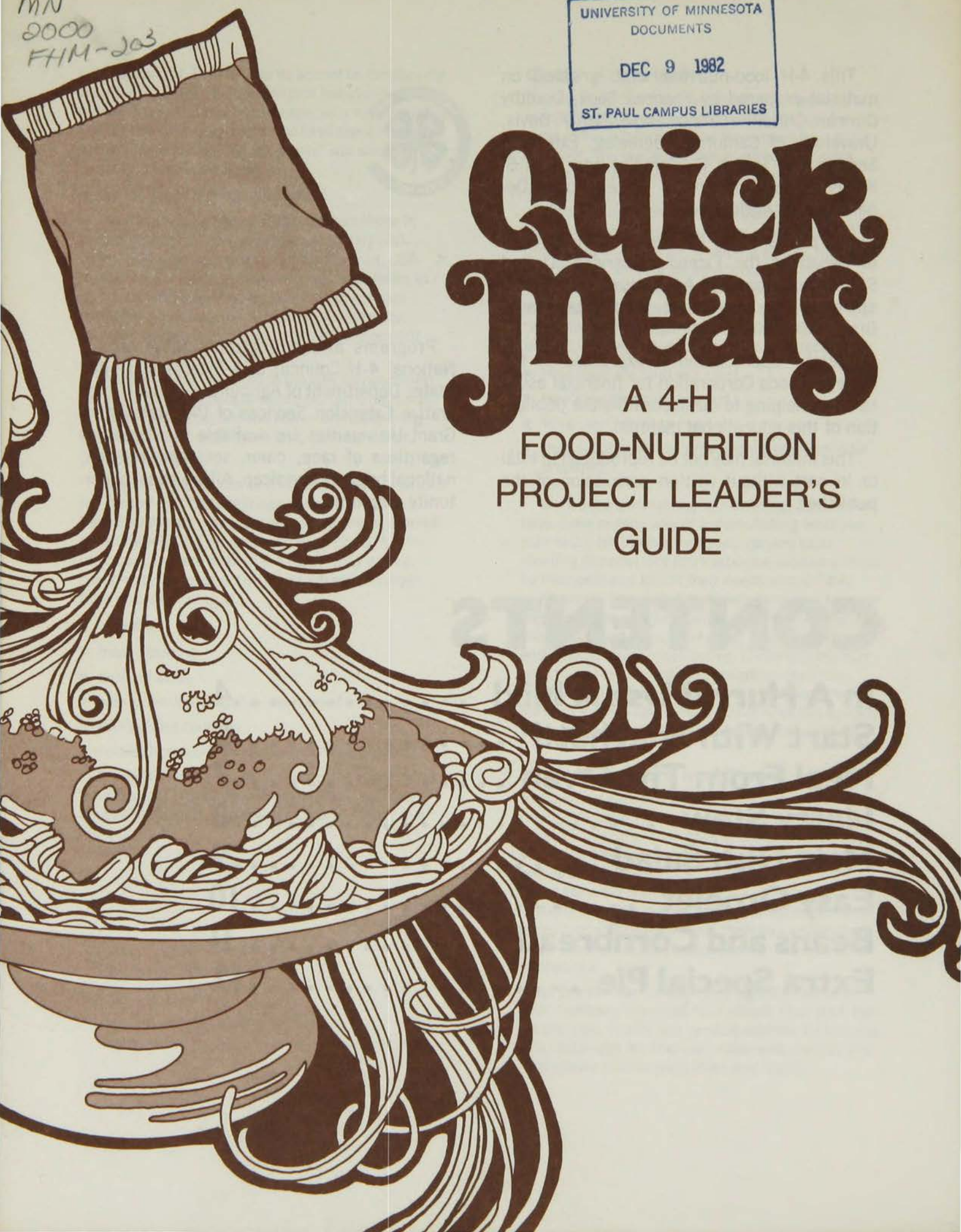


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Quick meals

A 4-H
FOOD-NUTRITION
PROJECT LEADER'S
GUIDE



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This 4-H food-nutrition unit is based on material prepared by Frances Cook, Dorothy Duncan, Christine Groppe and Robert F. Davis, University of California, Berkeley, Extension Service and Evelyn B. Spindler and Fern S. Kelley, Extension Service, United States Department of Agriculture.



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From its bright, bold look to its accent on timesaving meals, this 4-H food-nutrition unit has clearly been written for teens! Developed especially for beginning teens (12- to 14-year-olds) who have some cooking knowledge and skill, "Quick Meals" will win their approval for several reasons:

- the foods are teenage favorites.
- the menus are more challenging than those in previous units yet can be prepared quickly and easily. 4-H members are introduced to main dish mixes, dehydrated ingredients, new discoveries in cookware and other convenience products that save time and effort in the kitchen. At the same time, they learn techniques of good management that can simplify any meal.
- the entire unit is geared to the special needs and interests of young people whose horizons have suddenly expanded beyond the home to a fascinating world of feverish activity, music, clothes, teams, clubs and friends!

Like the two previous units of this series—"Tricks for Treats" and "All American Foods"—"Quick Meals" develops many learning experiences around carefully selected recipes and menu plans. As members prepare each of the foods, they will be carrying out related activities which also broaden their understanding of:

- nutrition
- meal planning
- cooking skills
- wise selection of food at the market
- serving and courtesy
- scientific reasons for cooking do's and don'ts.

The unit's strong emphasis on nutrition points up the effects of proper diet at a time when members are beginning to have a greater choice in what they will eat.

Getting Started

Read over all the material in both the members' manual and this leaders' guide. The manual includes most of the information members need for a basic program. The leaders' guide gives you the extra information you should have along with program suggestions.

This unit is divided into nine parts. Each part includes several sections—meal planning, food preparation, safety tips, shopping guides, nutrition information, serving information, experiments. You do not need to cover a whole part in one meeting. It may be appropriate to divide a part into two or three meetings. Before regular meetings begin, call together your members and decide:

- How often the club will meet
- How long meetings will last
- When and where to meet
- How supplies will be provided for the food to be prepared.

Work out a general plan for meetings so that you have some orderly way of accomplishing what you plan to do. Be flexible, however, varying each meeting as necessary to incorporate decisions made by members and to suit their needs and abilities.

Above all, know what to expect from your teenage members. A leader who can accept them as maturing individuals and who can channel their vitality and enthusiasm along constructive, creative paths can help them take a giant step toward responsible adulthood. The following general comments can serve as a guide and remind you of what you already know from your own experience and observations.

Your Members and You . . .

- *Boys and girls entering their teens are maturing rapidly.* Although girls develop earlier and may be considerably taller than boys of the same age, both sexes are deeply concerned about their changing bodies and new emotions. They wonder: "*Am I the way I should be?*"

Along with this comes a new interest in personal appearance. Girls may brush their hair endlessly. Boys, most attracted to team sports, begin to think of physique.

What you can do: Through this unit you can help your members learn how food affects their skin, hair, weight, pep, vitality and general sparkle. By knowing what foods can do, they can make wise choices that help assure radiant good looks and health.

■ *The early teens have begun to feel the need for greater independence.* Although they still want the security of home and family, their alliance is shifting to a group, increasingly including the opposite sex, away from home. Group ties are very strong. Group acceptance and approval is one of their most urgent needs.

What you can do: As a leader, you have a unique opportunity to help every member “fit in” and make a meaningful contribution to the club, his group. Members can also gain self-confidence through this unit by learning how to act in a variety of situations.

■ *Interest in the opposite sex is developing.* Boys and girls in early adolescence need wholesome activities where they can have a good time together and feel comfortable with each other.

What you can do: Encourage your members to plan, prepare and serve meals and snacks to their friends as well as families. The members’ manual suggests several good occasions for easy entertaining.

■ *Early teens want and need increasing responsibility in making decisions and they have a growing ability to direct their own affairs.* Both boys and girls of this age can reason well, plan a course of action and carry through. They can’t understand why many adults do not recognize their developing maturity; they resent “being treated like a child.”

What you can do: Guide but don’t control. Give members a greater voice in decision-making. Turn over to them a larger share of the planning for meetings and encourage them to use originality and initiative. Self-evaluation of products, judging and buying experiences are all helpful.

■ *Young people of this age need to discover personal capabilities and limitations.*

What you can do: Encourage them to develop skills in food preparation and service, good manners, management and demonstrations. Besides the personal satisfaction they gain from such accomplishments, they can use their skills to be of service to others.

■ *They have an increasing interest in the world about them.* The early teens need opportunities to see how others live and work and to become involved in community concerns. They have strong idealistic and altruistic desires.

What you can do: Encourage them to:

- give food-nutrition demonstrations before other 4-H clubs or groups;
- develop community problem exhibits (such as improving teenage nutrition);
- become involved in a community project that uses their food-nutrition knowledge.

Also show them by your example how to be considerate of others in the family and in the group.

Teaching Aids

Foods, pictures, charts, skits, movies, slides and similar aids can help you teach more effectively. Choose such aids with care and adapt them to your group’s needs and interests. Suggestions in the “Meeting Brightener” sections may help you think of other ways of using them.

Foods and Pictures

Start now clipping and saving colored pictures from magazines. You can use them, as well as actual foods or facsimiles, to illustrate:

- foods in the Daily Food Guide
- good breakfasts, lunches, suppers, dinners and snacks
- meals and snacks to meet daily food needs
- place or table setting for a specific menu
- foods that provide specific nutrients
- principles of good meal planning, such as variety in texture, color and flavor, or ease of preparation.

METRIC MEASUREMENTS

The United States is slowly adjusting to metric measurements. Some of the recipes in “Quick Meals” give both the customary U.S. measurements and metric measurements. Use metric measuring cups to help familiarize members with metric measurements. Look for other recipes using metric measurements. Do not try to convert customary U.S. measurements to metric measurements.

Bar Graphs

Bar graphs are useful to show statistics, such as a comparison of caloric content of various snacks. To make a bar graph, mount strips of tape or colored paper on cardboard or plain paper. You can also draw the bars and fill them in with crayons, colored pencils, felt markers or paints.

Role Playing

Role playing is an excellent teaching device in situations that involve understanding attitudes, solving simple problems, analyzing feelings or practicing new behavior. Playing a part is only one step in the role playing process; planning, observations of other members and follow-up discussions are equally important. For meaningful role playing:

- **Define the problem.** It should be simple, clear-cut and involve attitudes, feelings and change.
- **Create a situation.** It should be short, dramatizing only the heart of the problem.
- **Choose characters.** Each member who takes a part should know the character he is supposed to be and what he is to do.
- **Play the scene.** All speaking should be spontaneous. Much of the action and even the “answers” may develop as the play moves along.
- **Cut the action.** Stop the play when its point is made. The actors may find this difficult to do.
- **Discuss and analyze.** Ask the actors to tell how they felt. Get reactions from other members and discuss the points they observed. What new ideas were suggested? How can they be put into practice?

Many situations lend themselves to role playing. Here is one that may start you thinking of others: The problem is to see how three teenage girls feel about snacks. These girls stop at a drug store to eat and chat on the way home from school. Karen is well informed about nutrition and her food requirements. Jill is rebelling against her parents. Helen knows little about nutrition and the kinds of food she needs.

Discussions

Describing a situation is also a good way to start a discussion. Often members will not talk about themselves, but will show a lively interest in solving another’s problem, and at the same time, their own. You might suggest a situation like this:

Rob is 16. He eats plenty of meat but the only vegetables he likes are potatoes and peas. He thinks salads are fine for his mother and his 14-year-old sister, Barbara, but he sees no reason why he should eat them. The only fruits he eats are bananas or canned fruit for breakfast. He drinks at least a quart and a half of milk a day. He can’t see why his mother tries to get him to eat a greater variety of fruits and vegetables. How can Bob’s attitude toward fruits and vegetables be changed?

REFERENCES AND RESOURCES

Publications from your Land-Grant University

These are available from your County Extension Office and may include a variety of pamphlets on food selection, buying and preparation, nutrition, meal planning and many related subjects.

USDA Publications (also available at County Extension Offices)

Conserving the Nutritive Value in Foods, G90
Eat a Good Breakfast to Start a Good Day, L268
Food for Fitness: A Daily Food Guide, L424
Nutrition . . . Food at Work for You, GS1
Nutritive Value of Foods, G72
Storing Perishable Foods in the Home, G78

National Dairy Council Publications (available from National Dairy Council, Rosemont, Illinois 60018; or Dairy Council Units across the Country)

A Boy and His Physique
A Girl and Her Figure
Your Food—Chance or Choice
Guide to Good Eating
How Your Body Uses Food

National Live Stock & Meat Board Publications (Available from Beef Industry Council, National Live Stock & Meat Board, 444 North Michigan Avenue, Chicago, Illinois 60611)

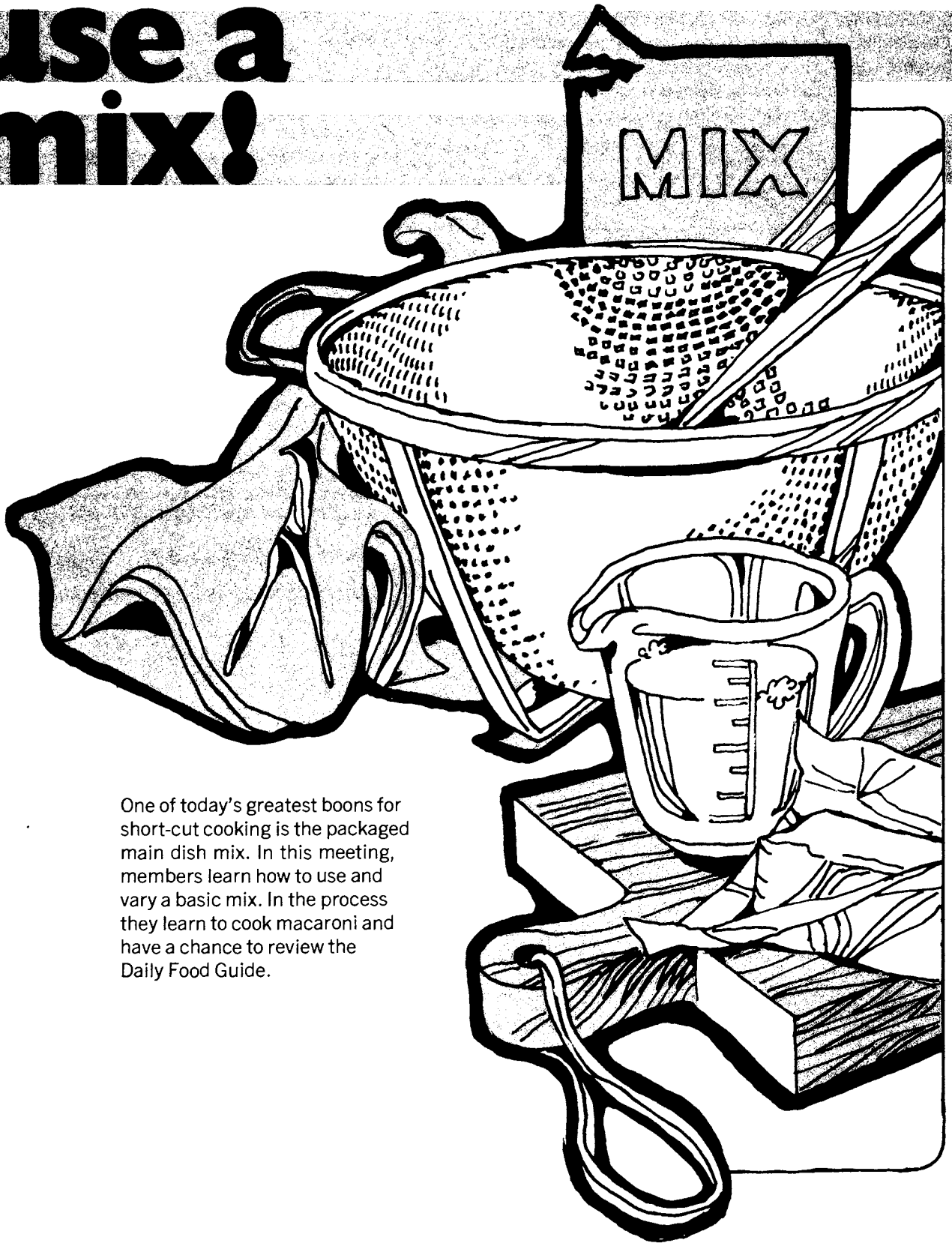
American Metric Beef Cookbook

Slides and Filmstrips (may be available through County Extension Office)

How Food Affects You. Extension Service, USDA.
Slides and filmstrip available.

Your Food—Chance or Choice? Filmstrip with record.
National Dairy Council.

in a hurry? use a mix!



One of today's greatest boons for short-cut cooking is the packaged main dish mix. In this meeting, members learn how to use and vary a basic mix. In the process they learn to cook macaroni and have a chance to review the Daily Food Guide.

Teaching Suggestions

- Give members freedom of choice in decision-making and as much responsibility for the meeting as possible. Would they like to prepare and compare two similar products that vary in cost? Would they like to try variations of the same mix? Would they like to prepare just the mix and relishes or fix and serve a complete meal?

If some members have mastered a needed skill, such as preparing carrot and celery sticks, let them show others.

- This may be the first meal members have prepared without an equipment list. Discuss what utensils will be needed. Show them how to select a suitable pan for cooking macaroni.
- Demonstrate the meaning of simmer, gentle boil and full rolling boil and suggest when each should be used. For example:
 - Simmer* — for eggs and other high-protein foods to prevent toughening.
 - Gentle boil* — for fruits and vegetables to prevent them from breaking up.
 - Full rolling boil* — for macaroni products to keep pieces from sticking together.
- Members may need help in judging when macaroni is cooked. Overcooking is a common mistake. Test for doneness at the minimum time given in the recipe.
- Stress safety in handling the pan. The lid should be tipped away from the face to avoid burns. Also make sure that potholders are large and thick enough to handle hot equipment.

Talk it Over

- Teens want to look and feel their best. Can the nutrients in the foods they eat really affect their hair, skin, eyes, complexion, figure, vitality? In what ways?
- Why is it important every day to eat the recommended amounts of food from each group of the Daily Food Guide? What food groups are represented by foods prepared at this meeting?
- Macaroni is a bland food that combines well with a wide variety of ingredients and seasonings. Members may want to tell about macaroni dishes that are family favorites and perhaps bring recipes from home to share.
- New developments in food processing have made cooking today quicker, easier and more foolproof than ever before. How many examples of convenience foods can members suggest? You might have a display started of some of them; ask members to bring samples or pictures of others.

meeting brighteners

Need an idea to spark your meeting or add variety? Try one of these:

1. Show a film on nutrients or the Daily Food Guide — especially good if prepared for teenagers. Check with your County Extension Agent for sources.
2. Surprise members with an experiment. To show how aroma (sense of smell) affects flavor, mix two quarts water, $\frac{1}{4}$ cup granulated sugar and $\frac{1}{4}$ tea-spoon pure vanilla extract. Serve each member a small portion. Ask each to hold his nose while tasting a portion. Then have him release his nostrils and taste again. The first portion will taste sweet, but the second will also have a vanilla flavor.
3. Members might want to devote part of the meeting to shopping for a macaroni mix. This would give them a chance to see what products are available, compare prices and decide which to use. They can also check for nutrition information on the package label.
4. Members may question the added cost of using a mix. Make two dishes—one using a mix and one from a recipe—compare cost of ingredients and time needed to prepare each dish. Discuss when it might be appropriate to use a mix and when to use a recipe.



Even long-cooking favorites like Italian spaghetti can be speeded up and simplified, as members discover in this meeting. Members also learn that the “easy way” of cooking gives them time to set the scene for a pleasant, memorable eating experience.

Teaching Suggestions

- Have members assemble equipment and ingredients. Advise where needed.
- If a clove of garlic is used, show members how to separate it from the bud. Members may want to see and learn how to use other forms of garlic such as juice, powder and salt.
- Point out that dried herbs and spices lose full flavor easily. Buy in small containers with tight-fitting covers and keep closed when not used. A larger amount of a stale seasoning will not give the same flavor as a smaller amount of fresh.
- Demonstrate how to cook long spaghetti. Members will want to know why this spaghetti is rinsed whereas the macaroni prepared at the last meeting was not. Point out that rinsing is the general rule; directions on packaged main dishes have been developed specifically for the product in the box.
- Suggest that members ask an adult to help drain a large, heavy pan of cooked spaghetti.
- Members will want to know how the tomato products they found in the store vary. Explain:
 - Canned tomatoes* — pieces or whole tomatoes are judged for color, freedom from blemishes and drained weight. Seasonings and other ingredients are shown on the label.
 - Tomato juice* — the strained liquid made from ripe tomatoes with no water added.
 - Tomato pulp or puree* — strained but concentrated liquid made from ripe tomatoes. Contains up to 25 percent tomato solids.
 - Tomato paste* — heavier than puree with more than 25 percent tomato solids.
 - Catsup* — strained concentrated liquid with seasonings added.
 - Chili sauce* — ripe, chopped peeled tomatoes including seeds and certain seasonings.
 - Stewed tomatoes* — ingredients have been added as shown on the label, in decreasing order of amounts used.
- Introduce members to metric measuring cups. Compare the volume of one cup of water with 250 milliliters of water.
- Discuss how to adjust the heat for the cooking of spaghetti so that cooking time can be shortened and energy conserved.

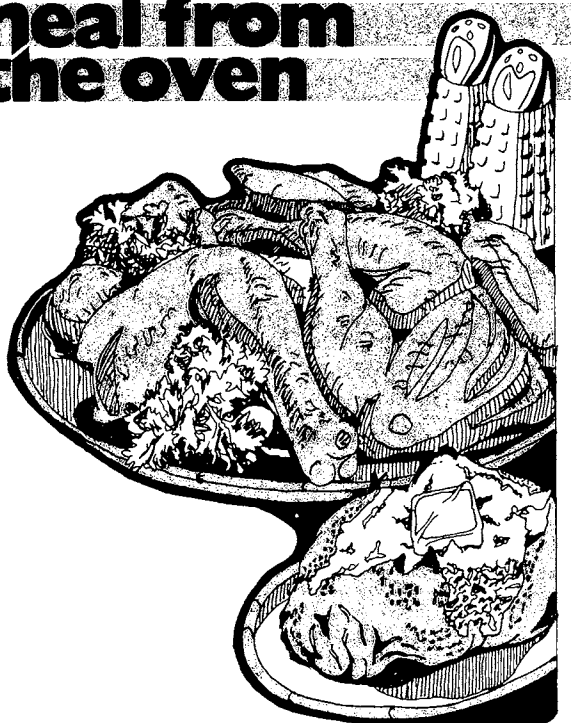
Talk it Over

- How many of the various macaroni products found in the store were enriched? Why is it important to buy enriched or whole grain products?
- How many combinations of foods can members suggest in which a cereal protein has been improved by the addition of a little meat, egg, milk or cheese? Examples: milk and cereal, crackers and cheese. Point out that nuts and peanut butter can also provide amino acids not found in some cereals.
- Discuss ways in which members might serve the spaghetti meal, for example:
 - With a host: One person seated at the head of the table acts as host and serves the spaghetti. Salad may be divided into individual servings ahead of time and placed to the left of each setting. Bread is passed.
 - Cafe-style: Spaghetti and salad are served from the kitchen and set at each place. Bread is passed.
 - Family-style: Places are set with dinner and salad plates. Spaghetti and bread are passed.
- Talk over what kinds of plates, napkins, tablecloth or mats and table decorations might be used for an informal spaghetti meal.

meeting brighteners

1. Arrange a display of different herbs and seasonings. If fresh herbs are available, include some. Members may want to taste some and learn how they are used.
 2. Is there a mother who makes noodles from scratch? She might be willing to show how this is done. Or, is there a member or a mother who cans tomatoes or makes catsup? Invite her to explain the procedure.
- Members might enjoy giving a skit on the “do’s and don’ts” of eating long spaghetti.

meal from the oven



Long before convenience foods, good cooks found a sure-fire way to eliminate fuss and bother: bake as many foods as possible in the oven. Members will be amazed by what they can accomplish by planned use of the oven. Vegetables also star in this meal. Use the opportunity to introduce new vegetables and preparation methods and the need for vegetables in the diet.

Teaching Suggestions

- Help members plan the order of preparing foods for this meal so that all are done at the same time.
- *Chicken* — To save time, use a pre-cut chicken or cut up the chicken before the meeting. Point out that chicken spoils easily. It should not be kept longer than a day or two before cooking, unless frozen, and should be refrigerated until ready to use.
- *Cabbage* — Panning is a method adapted from Oriental cookery that preserves the taste, texture, color and nutritive value of the vegetable. Discuss kinds of utensils suitable for panning vegetables. Would members prefer to pan a different vegetable?
- *Potatoes* — Demonstrate how to scrub and prepare potatoes for baking. Discuss best cooking methods for mealy and nonmealy varieties. Note that the potatoes for the science experiment can bake along with the chicken.

- *Biscuits* — Show how to cut fat into flour, blend milk into flour mixture, knead, roll and cut dough. Use a fork or pastry blender to mix milk with flour. A spoon tends to pack the mixture.

Although the recipe states the exact amount of milk to use, the best amount depends on the flour. If a member should add too much milk for rolled biscuits, suggest that he bake them as drop biscuits.

Directions usually suggest kneading lightly for about $\frac{1}{2}$ minute or for 10 to 30 strokes. Kneading forms layers of dough for flaky biscuits. Too much kneading makes heavy, tough biscuits.

In cutting biscuits, demonstrate that a straight, not a twisting motion should be used, so that biscuits will have level tops and straight sides.

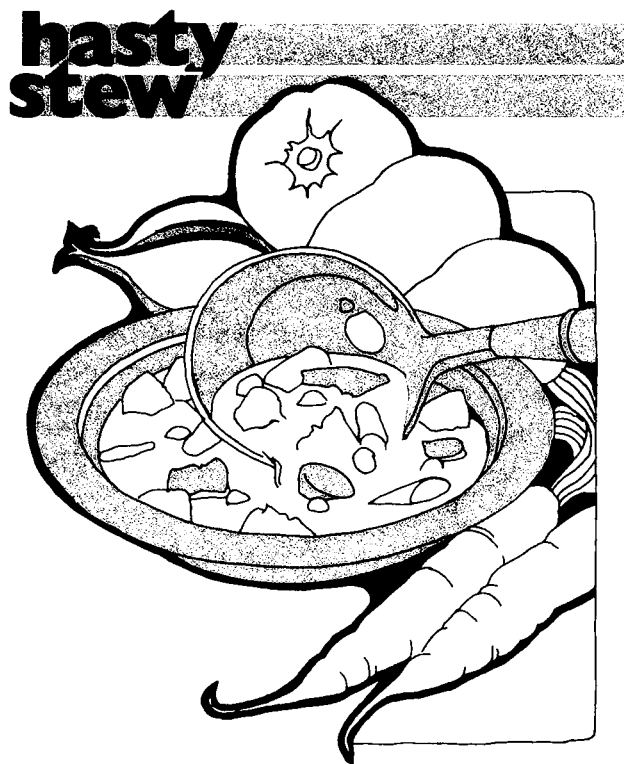
Talk it Over

- Why do many people dislike or refuse to eat vegetables? Improper cooking, unfamiliarity or unwillingness to try new ones are some reasons.
- Why eat vegetables? People who like and eat a variety of foods have better diets than those eating only a few. Vegetables provide needed vitamins and minerals.

- Discuss the vegetable-fruit group including the number of servings recommended daily. Talk over sources of vitamins A and C. Have members underline those sources eaten often.
- Some ways that teens who often “eat on the run” may include foods rich in vitamins A and C.
- What can teens do to make family meals a pleasant experience? Discuss courtesy, suitable and unsuitable topics of conversation and what to do if a disliked or unfamiliar food is served.

meeting brighteners

1. Have a display of various kinds of potatoes, including sweet potatoes, with explanations of how they differ and best methods of preparation. The display might also include convenience forms of potatoes, such as instant mashed, dehydrated slices and pieces, canned and frozen.
2. Arrange a display of available fresh vegetables. Number them and ask members to identify. Let members sample those that can be eaten raw.
3. Behavior at family meals offers good possibilities for role playing.



Some meals involve a great deal of last-minute preparation. Still, as members learn at this meeting, it's always possible to simplify a meal by doing some jobs ahead. Members also learn how to plan a meal around soup and discover new ways to fill their daily need for milk.

Teaching Suggestions

- Help members select a proper pan so that vegetables don't scorch or boil over.
- Demonstrate how to peel and remove the eyes of potatoes.
- Note that the science experiment can be done while the stew is being prepared.

Talk it Over

- For many members of the group, the amount of milk needed daily may have increased. Why? Do adults also need milk? The amounts of milk suggested in the Daily Food Guide are based mainly on a person's calcium needs. The need for milk increases from childhood through the teens because bones are lengthening and strengthening and larger amounts of calcium are needed for their proper development. Although adults have completed their basic growth, they need calcium to rebuild and replace worn-out bone cells. A recent study shows that the diets of teenage boys and girls and adults are often lacking in calcium.
- Discuss ways in which families with a limited amount of money to spend on food can provide enough milk for every member.

- What did members learn about soups available in the market? Why did prices vary?
- Entertaining is fun if advanced planning and preparation have eliminated most of the last-minute fuss and bother. What can be done in advance for a buffet chowder supper? How might food, dishes, silver and napkins be arranged?

meeting brighteners

1. This is a good opportunity for members to become familiar with tureens, chafing dishes, candle-warmed bowls, attractive cooking utensils, heated trays and other devices that can be used for keeping soups and other dishes hot. If such equipment is available, arrange a display and show how to use them.

2. The following list of foods presents another display possibility. Teens would have to eat all of these foods to obtain the same amount of calcium as in four glasses of milk. Exhibit the foods or facsimiles of them to show how much easier it is to rely on milk and milk products for calcium. Point out that the foods chosen for this list provide more calcium than many similar foods:

- 6 hard-cooked eggs
- 3¼ lbs. ground beef
- 1 cup peanut butter
- 2 cups cooked broccoli spears
(10-oz. frozen package yields 1¾ cups)
- 2 6-oz. cans frozen concentrated orange juice
- 2 cups dried raisins
- 5 slices whole wheat bread

3. Have members use colored pictures to illustrate menus featuring soup.

4. Some members might like to demonstrate how to serve and eat soup and crackers.

main dish salad



Chef's Salad makes a quick, nutritious, delicious meal-on-the-run for busy teens and a fine basic dish for weight watchers. Since many teenagers, girls especially, believe they weigh too much — no matter how slim they might be, this meeting presents an excellent opportunity to discuss dieting.

Teaching Suggestions

- Hard-cook the eggs for salad ahead of time and refrigerate. To hard-cook eggs: Place carefully in saucepan and add cold water to at least one inch above eggs. Cover pan and heat quickly until water comes to a vigorous boil. Remove the pan from heat and leave eggs in the covered pan for 15 minutes. Run cold water over eggs until they are cold.
- Show how to wash, dry and store salad greens. Point out that excess water on greens dilutes the dressing and tends to make the salad "soupy".
- Tear the greens into pieces. Cutting is more apt to bruise thin, tender leaves.
- Most raw vegetables may be torn, shredded or cut an hour or so ahead of time and stored covered in the refrigerator with little or no loss of crispness, flavor or food value. Just before serving, toss with dressing or seasoning.
- Most salads look and taste better if ingredients are bite-size rather than minced or finely chopped. Foods cut too fine may form a paste after mixing with dressing.
- To improve the flavor of cooked or canned vegetables, marinate them in French dressing, in the refrigerator, for at least an hour. Drain off any excess dressing before using in salad.

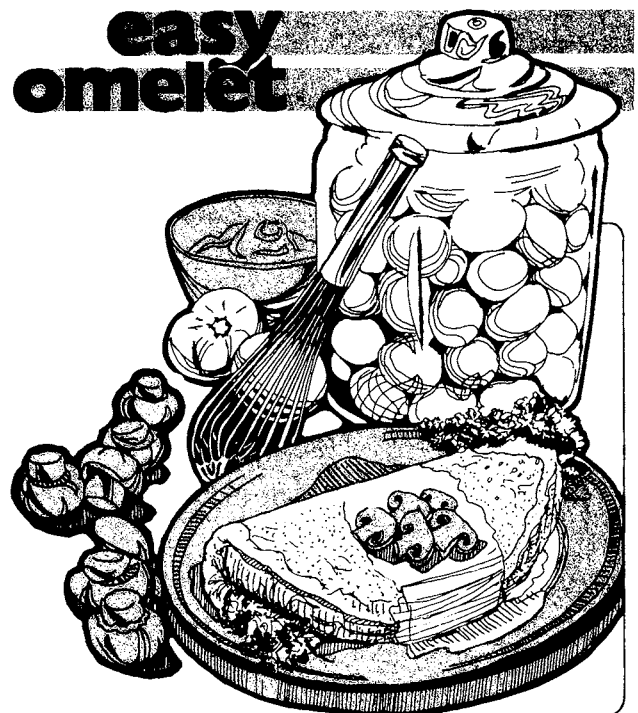
- Point out that onion, garlic, herbs and other strong-flavored foods should be used sparingly.
- Most quick loaf breads slice better if baked the day before. However, the cheese bread not only slices well when warm, but has a better quality and flavor than when cold.
- Notice that the science experiment calls for separating the white and yolk of an egg. Since this is a skill members will need for the next meeting, you might want to separate the egg now as a demonstration. Eggs can be separated more easily and with less danger of yolk breakage if the eggs are cold rather than at room temperature.

Talk it Over

- What did members learn about the comparative costs of oil, vinegar and French dressing?
- Why are Chef's Salads good foods to include in diets? (Because they are high in nutrients and low in calories. Greens and other vegetables commonly used in Chef's Salads have fewer calories than most other vegetables because they contain more water—often as much as 90 percent. However, salad dressings may be high in calories.)
- Discuss calories. What are ways to avoid extra calories from salad dressing?
- Talk over ways of serving a Chef's Salad and how to arrange a place setting for a salad lunch or supper.

meeting brighteners

1. From magazines and newspapers, collect examples of current lose-weight diets. Have members evaluate how well they provide essential nutrients. Do they include all of the foods in the Daily Food Guide?
2. If members have weight problems or are very weight conscious, invite a doctor or nutritionist to discuss diet plans.
3. Clip pictures from magazines of various foods or meals. Either display them with caloric value or ask members to rank them as to calorie content (i.e. a large-appearing meal might actually provide fewer calories than a single snack or dessert).
4. Have a smorgasbord of salad dressings. Each member could bring a favorite salad dressing from home. Try for variety, including bottled dressings, dressings made from scratch and some made from salad dressing mixes. Members might want to include some dressings low in calories.
5. Pass out calorie charts obtained through your County Extension Agent.



Once members master the skills involved in this meeting, they'll know how to prepare two quick and basic dishes that can be varied in dozens of ways. This meeting also is a good time to review the importance of breakfast and to discuss foods that help satisfy our nutritional needs for iron.

Teaching Suggestions

- Point out that a pan with a smooth inside surface helps prevent the omelet from sticking. Pans with non-stick coatings are excellent: fairly heavy metal skillets with rounded sides curving into a flat bottom are also good. Discuss the care of non-stick kitchen ware.
- Show how to mix, cook, fold or roll and turn plain omelets. Also show how to add filling (about two teaspoons per egg) at the center of omelet. Caution members not to shake the omelet out of the pan.
- Review method of separating egg yolks and whites. Then show how to beat whites and yolks and how to fold yolks into whites. Whites will not beat stiff enough if any fat is present. Since yolks contain fat, the recipe directs that the whites be beaten first. In this way, the same beater can be used for whites and yolks without washing.
 - Explain that folding, rather than stirring, the yolks into whites retains more air.
- Puffy omelets are difficult to fold. Members will probably be more successful tearing them into wedges.

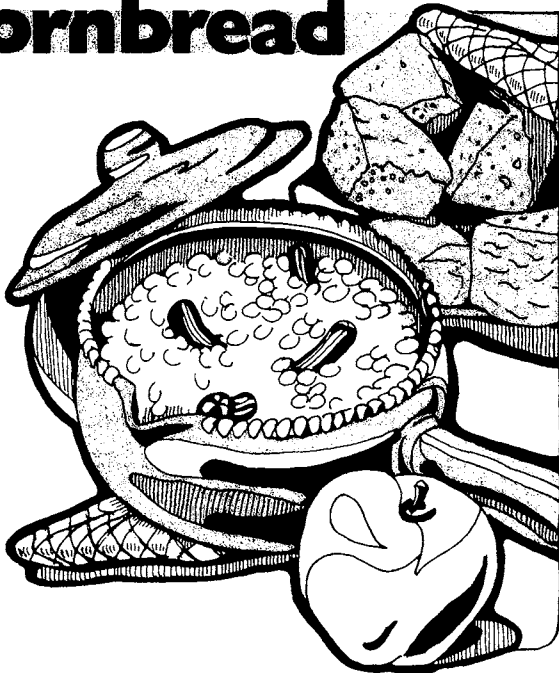
Talk it Over

- What changes would members make in the foods eaten by Joanne, Margo and Mike?
- Review all that members have learned about eggs: grades, sizes, how to store eggs to retain maximum quality and why cracked or soiled eggs should be thoroughly cooked.
- A recent government study has shown that the diets of girls and women between the ages of 9 and 55, and boys in the 12- to 14-year-old age group are often lacking in iron. Discuss foods rich in iron. You might pass out charts of foods that provide iron.
- Discuss the importance of breakfast. What are members' favorite breakfasts?

meeting brighteners

1. Clip and display pictures of foods rich in iron, or use bar graphs to show relative amounts.
2. Ask each member to list foods eaten the previous day and check their adequacy with the Daily Food Guide. Also have them check sources of iron. Are any changes needed?
3. Is there a poultry farm nearby? Members may be able to observe eggs being candled. Or invite a poultry farmer to discuss how eggs are graded, sized and stored before merchandising.

beans and cornbread



This meal provides a good example that nutritious foods, easy to prepare and downright good-tasting, need not be expensive. The meeting also gives members a chance to review the ingredients of a well-planned meal.

Teaching Suggestions

- Help members choose a suitable bowl for mixing the cornbread and pans for baking both the bread and casserole. Discuss how to prepare the baking pan for cornbread batter. Remind members that cornbread and other baked goods do not rise as high when the sides of the pan are greased. Batters and doughs need to cling to the sides as they bake.
- If a glass or dark metal baking pan is used for the cornbread, reduce the oven setting to 375F. The beans will bake at the same temperature.
- Point out that all baking powders are a mixture of baking soda and dry acids or acid salts with flour or cornstarch to help stabilize the mixture. Keep cans of baking powder tightly closed to prevent the absorption of moisture. If baking powder cakes or lumps to any extent, discard it and buy a fresh can.
- The cornbread recipe in the members' manual calls for baking powder and sweet milk, but your group may prefer cornbread made with sour milk or buttermilk. Unless you use very sour milk (high in acid), you will probably need to use some baking powder as well as soda to make the bread light enough without producing an off-flavor.
- Discuss how to store flour, meals and cereals after opening the packages. Point out that unless such products were infested when originally packed, unopened packages will remain free of pests.

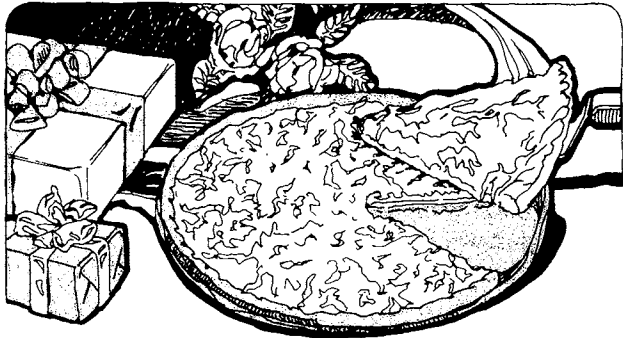
Talk it Over

- What makes this meal so appetizing? (Excellent contrasts of colors, food texture and flavors.) If members have brought pictures of other meals, discuss which ones illustrate good menu planning and which need to be improved.
- What groups of the Daily Food Guide are represented by the foods prepared at this meeting? Talk over foods that count as servings in the meat group.
- Meat is often the most expensive item in a food budget. Yet choices are available in the meat group that give good protein at lower cost. What did members learn about the cost of baked beans and pork and beans?
- When members compared various brands and can sizes of baked beans and pork and beans, did they notice any differences in the listing of ingredients? Why?

meeting brighteners

1. Serve the meal as a buffet, using whatever methods decided upon by the group to keep relishes and dessert cold, casserole and cornbread piping hot.

2. Invite a butcher or meat processor or meat specialist to explain the difference in frankfurters and why prices vary.
3. Either at this meeting or the next, ask members to fill in the planning chart for a day's meals on the last page of the members' manual.



Extra Special Pie

Studies show that teenagers may get 15 percent or more of their daily calories from snacks. In this meeting, members take a look at the place of snacks in their diet. And they learn to make a nutritious snack that could be a highlight of any teen gathering.

Teaching Suggestions

- The pie crust will have less tendency to stick to the pan if oil or unsalted fat rather than salted butter or margarine is used for greasing the pans.
- Extra syrup from the fruit may be blotted up with a paper towel.
- If members wish to make the crust at home with biscuit mix, suggest that they use two cups biscuit mix to replace the flour, baking powder, salt and fat.
- Would members like another quick-and-easy pie snack for after school? Here's an idea: Place biscuits from a tube of refrigerated dough on a cookie sheet. Flatten each biscuit with the bottom of a glass or your hand. Spread each biscuit with two teaspoons canned seasoned tomato sauce. Then add other ingredients as desired: crumbled hamburger, pepperoni or brown-and-serve sausage slices, mushrooms, stuffed olive slices, etc. Top with shredded mozzarella or cheddar cheese. Bake at temperature required for biscuits until cheese melts and crust browns lightly. Sound like a pizza? It is!

Talk it Over

- What are commonly eaten snacks? Point out that many snacks are high in sugar, starch or fat and often provide too many calories.
- What are foods that could be kept on hand for personal or family snacks? What snacks are good for after school? Which make good refreshments for guests or a party? What are good snacks for persons who want to lose weight?
- Talk over changes that could be made in the suggested menus. Substitute snacks without increasing calories or reducing nutrients. Note that the three meals provide more protein, calcium and vitamins than the amounts recommended daily for 9- to 15-year-old boys and girls. The meals furnish slightly less iron than is recommended for this age group.

meeting brighteners

1. A few members might like to give a skit or demonstration on preparing a shopping plan or courtesy while shopping.
2. Have a "trial run" on the table setting and serving methods to be used for the luncheon or supper party.

A good portion of this meeting should be devoted to planning for the meal to be served next time. Your own role should be that of an advisor. Your members now have the knowledge, ability and desire to make their own decisions. However, a helpful suggestion now and then, or a little tactful guidance, will be appreciated. Some ways you may help:

- Call their attention to the planning lists in the manual. If these or similar lists are filled out completely, members can be more confident that all arrangements have been made.
- Think through with them what groceries and other supplies will be needed for the menu planned.
- Help them judge the invitations they plan to send. These can be informal and handwritten.
- Will they have a program? Some suggestions for their consideration might be:
 - an illustrated nutrition talk after the meal
 - a skit to show things learned about serving and courtesy
 - a science or safety demonstration

Hasn't this been a worthwhile and satisfying experience for you as a leader this year? Wouldn't you like to be a leader for this or another 4-H Food-Nutrition unit again next year?

In the next unit of this series, members learn to cook with a foreign flair. Teenagers with a broadening interest in the world about them will especially enjoy this adventurous tour of the peoples and foods of other nations.



