

Mh 2000 FHM
150



UNIVERSITY OF MINNESOTA
DOCUMENTS
MAR 11 1976
ST. PAUL CAMPUS LIBRARIES

4-H Food and Nutrition Projects, Leader's Guide

EVELYN HARNE, MURIEL BRINK,
and MARY DARLING

2
AGRICULTURAL EXTENSION SERVICE, UNIVERSITY OF MINNESOTA

This archival publication may not reflect current scientific knowledge or recommendations.
Current information available from University of Minnesota Extension: <http://www.extension.umn.edu>

Eating is part of our daily living. Reasons we eat include sociability, hunger, and general well-being (health). What people eat does make a difference. As a food and nutrition project leader, you can be influential in helping youth establish lifelong good eating habits.

To give you an idea about where the young people are in their attitudes and feelings about food, you might begin a project meeting or local club meeting with each member completing unfinished sentences. If you have the members write the information on cards, these could be converted to name tags. The unfinished sentences might be:

My name is _____.
My favorite food is _____.
The food I dislike the most is _____.
To me eating is _____.

In response to the last unfinished statement, you are likely to get many favorable responses or ones that convey a good feeling. Examples might be:

"To me eating is something I really enjoy."
"To me eating is fun."
"To me eating is something I like."

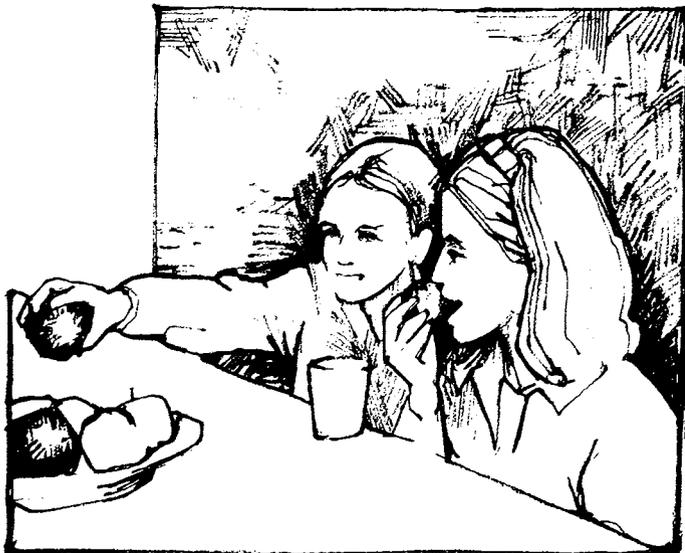
Your job as a food and nutrition project leader is to help members in the food and nutrition projects to have favorable experiences related to the subject. They should leave 4-H or the food and nutrition projects with at least as good as, or better, feeling about food and nutrition than when they started.

Plan interesting experiences with members. You will go beyond cooking and eating in the food and nutrition projects. The scope of food and nutrition is as broad as you make it. Let's review areas that could be covered in some, if not all, of the project choices.

AREAS WITHIN FOOD AND NUTRITION

Food Habits

The foods you eat, and when and how you eat them, reflect a food habit. The establishment of food habits begins early in life. However, these habits are adjusted with changing situations. Factors that influence food habits are culture, health, emotions, values, attitudes, sociability, and economics.



Food provides a way for sharing experiences and getting to know each other. 4-H'ers can learn about food habits of individuals from different ethnic backgrounds as well as regional differences throughout Minnesota and the United States. More importantly, 4-H'ers will have an opportunity to understand why they eat the foods they do and also can become accepting of other people's habits and food preferences.

Food Buying

Not all foods that are eaten at home are produced there. Therefore, 4-H'ers should become familiar with the criteria and tools that are available when selecting and buying foods from a grocery store. The planning stage of food buying actually begins at home. Youth need to begin to develop the habit of checking to see which foods and ingredients are available at home and what other foods need to be purchased to prepare a single food item or a complete meal.



Once at the supermarket or grocery store, youth should become familiar with the tools and alternatives available to them. On product labels, they should look for nutritional labeling, ingredient labeling, open dating, indications of quality, etc. Youth should also note that a single food item is available in many different forms, for example: canned, fresh, frozen, dried, partially prepared, or fully prepared. Assuming that the nutritional value of two food products is similar, the 4-H consumer must decide which factors are most important in selecting the product. These factors would include cost, convenience, and food preferences.

In most of the project bulletin materials, youth are encouraged to do or begin to do some comparative shopping. As a project leader, you might want to increase the number of activities in this particular phase of foods and nutrition.

Nutrition

Foods provide more than 50 different nutrients needed by the body for growth, functioning of body processes, and energy. These nutrients, divided into six categories, are proteins, carbohydrates, fats, minerals, vitamins, and water. While older 4-H members may want to learn about the function of nutrients within one's body, all 4-H'ers need to be able to evaluate the nutritional value of their own food intake. One tool available is the Daily Food Guide. This guide includes breads and cereals, meat and meat foods, milk and milk products, vegetables and fruits, and other foods. Rather than ignoring the other foods category, which includes fats and oils, sugars and syrups, candy, high calorie snacks, etc., we must help youth see how these foods fit into their daily food intake. People must be careful not to consume a large portion of their calorie intakes from these foods.

Teenagers may prefer to approach nutrition from another area of concern, such as keeping physically fit, maintaining the "in-look" appearance, maintaining or obtaining an ideal weight, or looking at the consequences of poor eating habits. One area that may concern teenage girls is the relationship between what they eat now and the effects it will have if and when they become pregnant.

Food Preparation and Service

By learning how to follow recipe directions, a young cook opens doors to the world of cooking meals from simple to gourmet. Planning the meal, selecting the recipes, and organizing the preparation and service require management skills that grow with the experiences provided in the projects. Knowledge about the ingredient's functions, the scientific principles of cooking, and nutrient retention prepares young people to take care of themselves and others in the future.

Many references help the member carry out a foods and nutrition project at home. Some of the references suggest how various meals can be used as a basis for project meetings. Members become more interested when they are actively involved. Meetings that involve food preparation require supplies, equipment, and a kitchen setting, and naturally these all require work. Involve the members in each step from planning to clean up.



Food Preservation and Storage

Canning or freezing surplus food is a wise use of resources. Safe canning methods are essential to reduce the risk of botulism. Cleanliness and correct storage methods and temperatures for all foods prevent waste and deterioration of quality and reduce the chances of other food-borne infections.

Several available publications show the members the importance of using correct equipment and accurate pressure and time when canning low-acid vegetables and meat. Members can learn the correct uses of the many wraps and containers available for storing foods as they put away the leftovers from their meals and snacks.

Safety and Sanitation

Clean, safe work habits contribute to a person's health throughout life. Clean hands, work area, and equipment reduce the chances of food contamination and illness. Members need to understand that food must be kept hot or cold to reduce the growth of harmful organisms. Safe handling of equipment and appliances can prevent cuts and burns or other accidents.

Help youth form clean and safe habits by telling them why various practices are important. Older youth could develop a guessing game to demonstrate good and bad work habits to new members. Remember to include the reasons *why* a procedure is good or bad.

National and World Food Supply

Food supplies in this country are generous although selection may be unwise or the distribution uneven. The increased demand for food has increased prices, and some people are changing their gardening, shopping, and eating habits. To make the best selection, it is wise to evaluate the alternatives.

The conditions in some parts of the world make all of us reflect on how our individual choices might affect people in other countries. Everyone needs to study the production potentials, technological advances, and social nature of feeding the world's increasing population. Making best use of our energy resources will determine our future. Encourage members to be responsible citizens of this country and the world by keeping in touch with news and legislation.

Recognizing Valid Nutrition Information

Ultimately a person should be able to evaluate nutrition information. There are overwhelming amounts of information about diets, health foods, and diet supplements. Help young people to evaluate advertising and what they hear and read and sort out the misinformation from the reliable. People can protect their pocketbooks and their health by learning the basics of good nutrition. Nutrition misinformation often includes the following:

1. Magical or miracle cures. The information represents nutrition as a cure-all for many dreaded chronic diseases and as an easy way to lose weight.
2. Exaggerated claims for "natural" or "organic" products. These foods are acceptable, but they are no more nourishing than other fresh or processed foods available from the supermarkets or home gardens.
3. Testimonials. Claims are supported by isolated incidences in individual cures rather than by research with controlled groups with limited variables.
4. A product or publication is promoted. The author or manufacturer of the product is the benefactor of the sale of such products.
5. The source states that government agencies and the medical profession are persecuting them and exploiting the public.

In addition to these five points, become familiar with the author of the nutrition information. What professional organizations have published the author's research?

Careers Related to Foods and Nutrition

Studying possible careers as part of a foods and nutrition project would be appropriate for youth. A few suggestions are: agribusiness, food processing, health-related careers, hospitality-tourism, transportation, and consumer education.

Helping Others Learn

As a project leader, you probably will find yourself wearing many different hats. Sometimes you may be the teacher, other times the counselor, still other times the facilitator. The 9-year old 4-H member may need a lot of guidance and direction. He or she will also look to you for food and nutrition information. However, by the time that same individual is a teenager, his or her experience has increased the competencies, and individualized planning may be more appropriate. Or, the teen may want to assist you as a project leader. In this case, your goal should be to help the teen have a positive leadership experience.



4-H FOOD AND NUTRITION PROJECTS

Food and nutrition projects afford many opportunities to 4-H members. Each activity should help members learn or reinforce an idea, fact, or behavior pertaining to food and nutrition. Many activities help members relate to others, become confident, etc. If members are involved in planning, doing, and evaluating the activities, the experiences could have lifelong benefits. The columns below contain:

1. Goals members might accomplish at three age levels: 9-12, 12-15, and 15 and over.
2. Resources for members and leaders and specific learning outcomes. Note action words that denote what the member will be doing or saying because of various experiences.
3. Other opportunities. These are suggestions for members who want additional challenges.

Food and Nutrition Projects for 9- to 12-Year Olds

<u>Goals members might accomplish</u>	<u>Resources for members or leaders and specific learning outcomes</u>	<u>Other ideas for things to do</u>
Does things with others	4-H B 72, Tricks For Treats, Member's Guide	Use food-related games at meetings
Becomes self confident	4-H M-184, Tricks For Treats, Leader's Guide	Prepare food for others
Cares about others	<i>Explains</i> what magic formula 4-4-3-2 stands for	Take a food related tour to see where food is produced, stored
Knows where food comes from	<i>Names</i> foods that fit into each group	Analyze meals using the daily food guide on occasions other than at food project meetings
Eats a variety of food; knows this is important for growth and to stay healthy	<i>Names</i> number of foods needed for each food group for his/her age <i>Discusses</i> sources of nutrients	Help with family meal planning and preparation
Uses the daily food guide	<i>Does</i> science experiments, understands principles	
Understands that different foods contain different nutrients	<i>Prepares</i> simple meals, reads recipes <i>Uses</i> correctly the basic cooking terms <i>Measures</i> accurately and follows directions <i>Works</i> safely <i>Serves</i> food attractively, with pleasure <i>Evaluates</i> foods prepared <i>Compares</i> price of food in different forms such as dry, fluid milk <i>Reads</i> labels <i>Starts</i> cooking with clean hands, clothes; keeps hair under control <i>Works</i> neatly, cleans up work area	
Prepares and serves foods that are palatable, safe, healthful	4-H B 73, All American Foods, Member's Guide 4-H M 85, All American Foods, Leader's Guide	Use a map to study production of food
Evaluates foods prepared	Ext. B 360, Good Meals Every Day	Read about history of food, characters associated with history
Becomes conscious of prices, labels		Share foods family has prepared traditionally

Uses the daily food guide

Explains what proteins, vitamins, and minerals do for the body

Judges menus for nutritive value, for containing foods, from daily food guide

Becomes acquainted with calories

Uses basic methods of preparation

Evaluates foods prepared

Recognizes signs of quality

Uses orderly, neat, safe work procedures

Prepares and serves simple meals

Uses and observes experiments to understand the whys of cooking

Food and Nutrition Projects for 12- to 15-Year Olds

Enjoys working with food

Takes pleasure in serving others

Understands influence friends, other cultures have on food habits

Plans, prepares, and serves nutritious economical meals for family; understands related science principles

Is familiar with more nutrients and food sources of nutrients

Knows effect growth, age, and activity have on food intake

Considers nutrition in making food choices

Purchases quality food, interprets labels

Assists others with foods and nutrition learning

Sees self as part of community, country, world

4-H B 78, Meals For Today – The Easy Way

4-H M 203, Meals for Today, Leader's Guide

Uses new terms in cooking – simmer, rolling boil, etc.

Knows advantages and disadvantages of convenience foods

Becomes familiar with the variety of products from one food

Bakes biscuits, knows standards and function of ingredients

Knows sources of vitamin A-, C-rich foods

Prepares meals featuring pasta foods

Able to substitute foods in menus without significantly altering nutritional value

Issues invitations to party; plans and prepares for it

Understands science principles related to this unit

4-H B 58, Cooking Outdoors For Fun

4-H M 201, Tin Can Cookery

4-H M 202, Outdoor Food Six-Pack

Builds fire safely, extinguishes fires

Cooks a variety of foods outdoors

Applies principles of cookery used previously to outdoor cookery

Name foods from other countries, now favorites here

Tour a fruit market, dairy, flour mill

Collect recipes and ideas for serving food

Use films that relate to subject in unit

Collect and analyze diets intended to cause weight loss

Role play family situations at mealtime

Collect and experiment with recipes beyond those in bulletins

Study food careers in community that relate to food and nutrition units

Use games (example: Menu Rummy)

Encourage members to develop games

Plan foods activities with both sexes involved

Analyze likes, dislikes, and reasons why. Try some new foods

Plan food for a camping trip trying to cut down excess weight

Try baking bread outdoors in skillet with reflector oven

Freeze foods, take them to picnic frozen

Goals members might accomplish

Resources for members or leaders and specific learning outcomes

Applies principles of health and safety to outdoor cookery

Acquires or makes simple equipment, shows interest in experimenting with equipment

Knows basic foods useful in camping

4-H B 81, Foods With An International Flavor, Member's Manual

4-H M 227, Foods With An International Flavor, Leader's Guide

Learns about and prepares favorite foods from other countries

Studies, shares with others information in reference on dress, customs, recreation of countries

Knows for each of the four food groups the major foods from each country in that group

4-H M 21, Ideas For Self-Determined Projects In Foods And Nutrition

4-H M 79, Do Your Own Thing – Self-Determined Project

4-H M 205, Do Your Own Thing – A Guide For Leaders

4-H M 219, Self-Determined Project Planning Form

Food and Nutrition Projects for 15- to 19-Year Olds

Short-term literature for use only with groups of 9-11 year olds. Teens might teach some units in this series as a way to learn.

The list below includes leader's guides, *Funsheets* to be used with members at meetings, and *Bags of Tricks* which are games, recipes, etc. (Note: funsheets are for small children – third to fourth grade)

EF&NP 42, Super Snacks, Leaders' Guide 1

EF&NP 43, Super Snacks, Funsheet 1

EF&NP 44, Mighty Milk, Leaders' Guide 2

EF&NP 45, Mighty Milk, Funsheet 2

EF&NP 46, Celebration People Are Sharing, Bag Of Tricks

EF&NP 47, Captain Which Way?, Bag Of Tricks

EF&NP 48, Vitamin C For You And Me, Leaders' Guide 3

EF&NP 49, Vitamin C For You And Me, Funsheet 3

EF&NP 50, Why Does It Taste Good?, Bag Of Tricks

EF&NP 51, Where Does Food Come From?, Bag Of Tricks

EF&NP 52, Food Group Hopscotch, Bag Of Tricks

Other ideas for things to do

Group makes tin can stoves, etc., at one meeting; uses them at the next

Study the food supply in other countries of the world

Learn some of the music from countries studied

Invite guests from other countries to talk to the group

Learn about own ethnic background

Preserve food by freezing or canning; make pickles, jams, jellies

Plan a series of meetings

Teach younger children six or more of the lessons

Use funsheets as individual activities for children

Use "Bag Of Tricks" games and activities at regular meetings

Take tours relating to subjects taught

Use publications as a science reference for experiments, exhibits

- EF&NP 53, Meet The Meat Group, Leaders' Guide 4
- EF&NP 54, Meet The Meat Group, Funsheet 4
- EF&NP 55, Bring In Breads And Cereals, Leaders' Guide 5
- EF&NP 56, Bring In Breads And Cereals, Funsheet 5
- EF&NP 57, Eat Your Way To Vitamin A, Leaders' Guide 6
- EF&NP 58, Eat Your Way To Vitamin A, Funsheet 6
- EF&NP 59, Build A Man, Bag Of Tricks
- EF&NP 60, Milk Group Puzzle, Bag Of Tricks
- EF&NP 61, Meat Group Puzzle, Bag Of Tricks
- EF&NP 62, Breads And Cereals Group Puzzle, Bag Of Tricks
- EF&NP 63, Fruits And Vegetables Group Puzzle, Bag Of Tricks
- EF&NP 64, Milky Ways, Leaders' Guide 7
- EF&NP 65, Milky Ways, Funsheet 7
- EF&NP 66, Mulligan Stew, Bag Of Tricks
- EF&NP 68, Meat And More, Leaders' Guide 8
- EF&NP 69, Meat And More, Funsheet 8
- EF&NP 70, Amazing Ways With Grains, Leaders' Guide 9
- EF&NP 71, Amazing Ways With Grains, Funsheet 9
- EF&NP 72, Get It All Together, Leaders' Guide 10
- EF&NP 73, Get It All Together, Funsheet 10

See leaders' guides for specific learning outcomes.

Becomes self-confident, able to relate to peers, adults, opposite sex

Plans, purchases food and prepares food for families and groups

Evaluates food intake and makes adjustments for individual needs

Understands relationship of nutrition and growth including fetal development, night vision, physical fitness, etc.

4-H B 45, Family Meals

See also **Cooking Outdoors For Fun**

Plans meals for family, company with calories in mind; plans a series of meals incorporating good management practices

Practices guidelines for meat cookery to retain quality

Experiments with baking bread to meet family's needs

Evaluates total meals for nutrition, appeal, service, etc.

Share food ideas and skills with others such as senior citizens, special education classes, etc.

Raise food for preservation

Collect and preserve wild berries

Goals members might accomplish

Recognizes valid nutrition information; knows sources

Becomes familiar with food-related job opportunities, can relate own skills to available jobs

Learns about food supply and its use, able to preserve food

Shares knowledge, ideas with other individuals and groups

Sees ways to function in community

Resources for members or leaders and specific learning outcomes

Does comparative shopping; plans meals within various budget levels

Preserves food to meet needs of family; follows recommended practices

Ext. Folder 100, Home Canning of Fruits and Vegetables

Ext. Folder 156, Freezing Fruits and Vegetables

FSN FS23, Making Jelly

FSN FS24, Making Jams, Preserves and Marmalades

Ten short lessons in canning and freezing (Kerr)

H & G 40, Freezing Combination Main Dishes

H & G 69, Home Care of Purchased Frozen Foods

The member guides below are for several units for teens on "Customize Your Diet". In addition, there is a leaders' guide and core pieces.

EF&NP 87, Customize Your Diet For Your Body Design

EF&NP 88, Customize Your Diet For In-Look

EF&NP 89, Customize Your Diet – Are Food Fads in Tune With Your Style

EF&NP 91, Water

EF&NP 92, Iron

EF&NP 93, Calcium

EF&NP 96, Customize Your Diet For Your Kind Of Fitness

EF&NP 97, Vitamin A

EF&NP 98, B Vitamins

EF&NP 99, Vitamin C

EF&NP 100, Mini Minerals

EF&NP 101, Nutrition And Pregnancy

EF&NP 102, Nutrition And Drugs

EF&NP 103, Leaders' Guide

The above have the following learning outcomes:

Analyzes own body frame or build

Determines need to lose or gain weight

Identifies foods that contribute to weight gain, weight loss

Learns to accept features that can't be changed, becomes interested in making changes that can be made

Relates food consumption to appearance

Distinguishes between food fads and a sound diet

Other ideas for things to do

Work with teens in small groups

Plan and carry out a series of meetings

Ask expert to talk about:

*drugs and health

*pregnancy and health

Discuss the nutritional merits of your favorite foods

Evaluate content of food advertisements for accuracy

Study and share information from *Why Not? Stay Healthy While You're Pregnant* series, Folders 271-277

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Roland H. Abraham, Director of Agricultural Extension Service, University of Minnesota, St. Paul, Minnesota 55108. We offer our programs and facilities to all people without regard to race, creed, color, sex, or national origin.

Evelyn Harne is the associate program leader, 4-H and youth development, and Muriel Brink and Mary Darling are extension nutritionists.

