

## **4-H FOODS GUIDELINES**

Helping youth develop life skills is part of the goal of 4-H. The following are guidelines for providing learning experiences in the foods area. These ideas are designed to help youth acquire the life skills that will help them and their families manage and extend their resources in a variety of ways.

### **GENERAL GUIDELINES FOR ALL MEMBERS**

Learn basic information about nutrition and healthy life styles.

Learn food preparation skills.

Learn information on foods of many cultures.

Learn how to plan, purchase, prepare and serve nutritious meals and snacks.

Develop skills in food buying.

Learn about careers in the food industry.

Learn how to prepare well-balanced outdoor meals.

Learn tips in safe food preparation handling and kitchen safety.

Learn to make and use various kinds of equipment in preparing outdoor meals away from home.

There are many bulletins, guides and activity ideas available through the Extension office.

These guidelines cover foods and outdoor cookery, wherever applicable. There are separate guidelines for candy making, cake decorating, dairy foods, breads, microwave foods and food preservation.

For the fair, classes are divided into young, junior and senior categories. The Young category is age 9-11; Junior is 12-14; Senior is 15-19. Judges will not be required to taste the food.

### **EXPERIENCE GUIDELINES**

These are some skills and ideas for each age level. The available bulletins and attached sheets have more ideas.

#### **YOUNG**

(all members should complete Fit It All Together I - Food For Fun and Fitness)

- A. Develop skills in preparing and handling food and equipment.
- B. Become familiar with some of the basic food preparation principles.
- C. Become aware of the importance food and fitness plays in our lives.
- D. Become familiar with the new Food Pyramid and how to use it in planning meals.
- E. Learn to cooperate with others in planning and preparing meals and snacks.
- F. Learn the importance of safety and cleanliness in handling and storing food.
- G. Become familiar with the conventional and microwave ovens and prepare simple foods in them (see separate guidelines).
- H. Prepare fair food exhibit and learn how to properly display it.

**JUNIOR** (all members should complete Fit It All Together - Food and Fitness Choices For You)

- A. Develop a fitness plan. Become aware of what activities you perform each day and how many calories you need.
- B. Learn what foods and nutrients help maintain good health.
- C. Learn to make healthful decisions.
- D. Learn how foods may be combined into appetizing and satisfying meals.
- E. Learn to use different equipment in preparing meals.
- F. Develop skills in food buying and smart shopping.
- G. Learn to prepare more foods in the microwave (see separate guidelines).
- H. Prepare fair food exhibit and learn how to display it properly.
- I. Learn how to set a table.

**SENIOR** (all members should complete Fit It All Together - The World of Food and Fitness)

- A. Learn the components of food systems (from raw product to dining table) and why ingredients react the way they do.
- B. Develop, conduct and evaluate an individual project in an area related to foods and nutrition.
- C. Plan and prepare foods from other countries and cultures.
- D. Learn to use the foods at hand to prepare meals for self and others.
- E. Develop skills in food preservation and food buying.
- F. Develop an understanding of food safety and additives.
- G. Prepare meals in the microwave (see separate guidelines).
- H. Prepare fair food exhibit and learn how to properly display it.
- I. Research possible careers in the food industry.

**4-H FAIR CLASSES FOR FOODS**

General Information:

- 1. Only one entry per exhibitor per division. Member must choose from the age section what he/she wants to exhibit.
- 2. Member must make a different exhibit each year.
- 3. All exhibits should be attractively presented in an appropriate container.
- 4. All non-perishable food displayed in booths should be wrapped securely in clear plastic wrap, or be sprayed with clear varnish. Perishable items cannot be displayed, but should be replaced by a facsimile or a poster including a picture or drawing of the dish, along with the entry tag and recipe card. Foods may also be replaced mid-week.
- 5. An exhibit that does not meet the established criteria for a class will be dropped one grade.
- 6. Attach index card to exhibit tag if member is disabled or has reached his/her capability. Use card to briefly explain this.
- 7. Project summary forms must be completed for each project. The time spent should include project meetings attended, time spent learning the skills for the project, plus time spent working on the actual exhibit.
- 8. A score card may be used for foods judging, copy attached.
- 9. No foods will be tasted by the judge(s) except outdoor cooking which meets food safety guidelines.

## **FOOD PREPARATION**

- A. Exhibit is to include card with recipe and name and age of exhibitor.
- B. Foods may not be made with mixes. A mix is defined as any commercially made dry mixture. Commercial mixtures would be cake, brownie, muffin, biscuits, bread, roll, pizza, pie crust, casserole mix. Pie fillings and prepared puddings are not allowed, but may use stuffing mixes, soups and prepared sauce such as pizza sauce.
- C. Do not display foods on the floor.

## **CLASSES**

### **Young:** May Not Be Made With Mixes

- Three cookies
- Three muffins
- Nutritious snacks – sample of three to four snacks
- Three 2" unfrosted cake squares (include corner)
- Beverage (punch recipe or blender drink)
- Three 2" square brownies (include corner)

### **Junior:** May Not Be Made With Mixes

- Three biscuits
- One crust pie
- One slice pizza
- Casserole
- Fruit upside down cake
- Foods featuring Michigan farm products (apples, cherries, beans, etc.)
- Non-yeast coffee cake

### **Senior:** May Not Be Made With Mixes

- Early American foods, Grandmother's recipes
- Ethnic
- Foods not listed in any class above
- Two Crust Pie
- Exhibit of Any Other Food
- Food Featuring Michigan Farm Products - (cherries, apples, beans, etc.)

## **OUTDOOR COOKERY**

### **Young**

- Sack lunch with menu
- Exhibit related to outdoor cooking safety.

### **Junior**

- Picnic basket with menu. (A picnic basket or suitable box, a food model may be used, if you choose. No food needs to be displayed, but include models of food, utensils and equipment needed.)
- Reflector oven - please label exhibit as to its use.

### **Senior**

- One piece of any other homemade equipment. Please label as to its use.

- Any food prepared on a grill. Include card with recipe and name and age of exhibitor. Food is to be prepared at the fair on the exhibitor's grill, in a designated area.

### **FOOD PRESENTATION**

- A. Entries should show an attractive presentation of a meal or single food. (Ideas: Place setting for a special occasion meal; edible garnishes; menu planning principles such as color and texture; decorative napkin folding; edible centerpieces; food art and other food and nutrition topics of interest.)
- B. Content and complexity of exhibit must reflect the age of member and years of experience in the project area.

Young (Age 9-11) Exhibit

Junior (Age 12-14) Exhibit

Senior (Age 15-19) Exhibit

**DAIRY FOODS** (see Dairy Foods Guidelines)

**CANDY MAKING** - (see Candy Making Guidelines)

**CAKE DECORATING** (see Cake Decorating Guidelines for information)

**BREADS** (see Bread Food Guidelines)

**MICROWAVE COOKING** (see Microwave Cooking Guidelines)

**FOOD PRESERVATION - CANNING FREEZING & FOOD DRYING** - (see Food Preservation guidelines)

### **4-H FOODS AND NUTRITION "BRIGHT IDEAS FROM REGIONAL WORKSHOPS"**

#### **LET'S GET BASIC**

- Cut out pictures of foods from the food groups - make posters. Use posters to teach nutrition to their parents.
- Keep food diary for one day. Classify into food groups.
- Have a food demonstration and food preparation session with each food group. Involve members.
- Take a tour of dairy, beef, etc, farms, food industry plants, food co-op.
- Have 4-H'ers plan a social activity (example: progressive supper or tasting session.)
- As an ice breaker, have 4-H'ers introduce and tell about their favorite food or their cultural heritage.
- Use cartoon, games, crossword puzzles, puppets, skits, slides, to teach nutrition.
- Use food model games or charts to compare nutritional value, food groups, etc.
- Plan balanced brown bag lunch.
- Play charades using foods.
- Visit elderly persons, help prepare a balanced meal in their home. (Could combine with community service or could be grandparents.)
- Make up recipe booklets as a club or each member could make their own. Divide into four food group areas.

- Explore edible wild food (cattails, wild asparagus, dandelion greens, etc.) and their nutritional content.
- Invite nurse or dietician to talk to club.

## **SKILLS AND FRILLS**

### **Meal Planning:**

- 4-H'ers take turns planning what to serve at meetings for nutritious snacks.
- Plan menus and costs to stretch money for meals.
- Prepare a "Mystery Meal" - each 4-H member can bring a food of his/her choice to a meeting. Then all members can try to use the foods to put a meal together.
- Prepare a seasonal meal around one vegetable such as squash, tomatoes, etc.
- Conduct a new food "try it" activity. Everyone needs to try at least one new food.
- Paint a meal (eye appeal and color).
- Hold a table setting contest.
- Make table decorations (centerpieces), these could be edible.
- Have a guessing game for measuring. See if member can guess the amounts of foods in various piles. Use metric measures also.
- Compare dried vs. fresh forms of foods.

### **Microwave and Other Appliances:**

- Conduct demonstrations - microwave vs. conventional (example: eggs).
- Field trip to appliance store to compare features.
- Do timing experiments.
- Prepare a meal solely from the microwave.
- Discuss cleaning and storing of appliances.
- Discuss various uses of each appliance.
- Solar cooking - try preparing solar tea and hot dogs.
- Discuss energy efficiency of appliances.
- Try herb drying in the microwave.
- Check home appliances to see how often each is used. Make a chart to see which are useful and which are frills!

### **International and Regional Foods:**

- Talk to students from other countries about their food customs.
- Obtain senior citizen input on ethnic foods. Have an ethnic potluck or a food fair using recipes from different families. Dress in ethnic costumes.
- Do food demonstrations on ethnic foods.
- Discuss where to buy ingredients of international foods.
- Use ethnic family recipes to share heritage. Bring samples for after meeting snack.
- Prepare a meal using agricultural products from your community.

### **Gardening and Food Preservation:**

- Do indoor gardening (in a pot, basket, etc.).
- Grow herb gardens. Discuss how to store the herbs or use them as gifts.

- Compare freezer vs. canned jams/jellies.
- Follow a product from seed to table.
- Each 4-H'er can have his/her own section of garden to care for and preserve.
- Conduct demonstrations on how to can and freeze.
- Discuss storage of fresh fruits and vegetables.
- Do a bread-in-a-bag demonstration.
- Have a hayride with a food related activity afterwards.
- Have a sampling of all different kinds of squash.

### **Outdoor Meals:**

- Discuss picnic planning (preparation, spoilage, etc.).
- Make a poster of safety tips when preparing outdoor meals.
- Have a bike hike and pack a suitable snack or lunch.
- Research wild edible plants. Prepare a buffet using wild edibles.
- Cooking show and do: have different stations. 4-H'ers go to each one, make and eat different things (Gorp, s'mores, trail salads, trail pasties, etc.).
- Have a winter picnic.
- Make hobo stoves.
- Conduct a fish derby.

## **SHOPPING CART**

- Do a price comparison between various name brands, store brands, and generic products taste test.
- Compare prices between co-ops, neighborhood stores and large chain stores.
- Compare cost per serving of different forms of a food (canned, frozen, fresh, etc.).
- Compare large quantities of food purchasing with buying in smaller quantities.
- Teach different ways of preparing meats, etc. Visit butcher to discuss cuts of meat and how to cut meat.
- Bring in labels - compare contents and nutritional value.
- Compare costs of materials for freezing (Ziplock bags vs. baggies).
- Look at costs of starting to can and preserve foods.
- Talk to produce manager about seasonal fruits and vegetables.
- Discuss cost of food items vs. non-food items on the shopping list.
- Compile a booklet of shopping tips for parents.
- Plan menus for one week and the shopping list for the week. Use grocery ads to prepare list. Discuss use of coupons.
- Individuals or teams plan menus and go to a supermarket to price the meals. Compare the results.

## **TIMELY TOPICS**

### **Weight Control**

- Find out how many calories will maintain a certain weight. Discuss how to keep track of

- calories.
- Keep a weight chart - weigh daily.
  - Portion control - eat a meal blindfolded, then try to guess the amount eaten.
  - Calorie comparison of different foods, i.e. fried chicken vs. baked chicken (hi-cal protein vs. lo-cal protein).
  - Make low-calorie snacks.
  - Attend a Weight-Watcher's meeting and report to club.
  - Explore "fad" diets - learn how to evaluate diets in terms of good health.
  - Research Anorexia Nervosa (over-dieting).

### **Food Facts and Fallacies:**

- Explore notion about "additives are bad".
- Organic vs. natural - which is better?
- Survey your family members with a fact-fallacy quiz.
- List TV "facts" (example: Skippy Peanut Butter lunch - is it more nutritious than other lunches?). Analyze the "facts" for accuracy.
- Research food "fact" claims in magazine ads and commercials.

### **Hunger and Malnutrition:**

- Sponsor a child in an undeveloped country.
- Plan a "sacrificial meal" - talk and go see malnourished people in hospitals.
- Explore the consequences of severe malnutrition on growth/ development.
- Find out what foods churches and other organizations send to missions, underdeveloped countries. What other foods need to be included?
- Discuss social eating, example: going to McDonalds after a game.

### **Careers in Foods and Nutrition**

- Invite a school career counselor and/or vocational education resource person to a 4-H meeting.
- Interview persons in food services: chef, grocer, nutrition aid, home economist, dietitian, etc.
- Take tours of hospital kitchen, "McDonalds", factories (cheese), bakery, grocery store, butcher shop, dairy, livestock farm, etc.
- Look at how farmers, processors, transportation, retailers, etc. fit into the food chain.
- Take a food label (candy, canned goods, cereal, etc.) and have the 4-H'ers brainstorm the various careers needed to make the product.