

# YOU'RE THE CHEF



## Foods Youth Activity Guide



Name \_\_\_\_\_

County \_\_\_\_\_



REVIEWED & RECOMMENDED  
National 4-H Curriculum



# Note to Project Helper

Congratulations, a young person has asked you to be his or her helper. Your role as a helper is very important to the total educational experience of the young person. Not only will you be providing encouragement and recognition, you will also be the key person with whom the young person shares each of the experiences outlined in this activity guide.

The “Fantastic Foods” curriculum series is designed to help youth have fun in the kitchen as they prepare different foods, do fun experiments, and go on fact-finding missions. The curriculum is designed about six major categories: healthy food selection, smart food purchasing, food safety and science, food preparation, food preservation, and careers and food around the world.

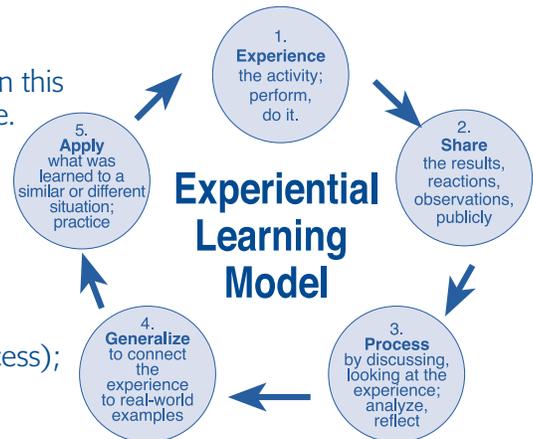
A total of five pieces are available in the “Fantastic Foods” curriculum series. The four activity guides, Six Easy Bites, Tasty Tidbits, You’re the Chef, and Foodworks have been designed to be developmentally appropriate for grades 3-4, 5-6, 7-9, 10-12 respectively, but may be used by youth in any grade based on their project skills and expertise. The fifth piece, the Project Helper Guide, has been designed to provide you with some additional background and some tips on helping youth through the activities in their guide. In addition to the printed guides, youth can go to the fun new web site where they can download recipes from across the country and around the world. To access the web site, go to [www.youthlearningnet.org](http://www.youthlearningnet.org) and click on the computer that has Fantastic Foods on its screen. The web site also has lots of additional resources for project helpers.

## The Experiential Learning Model

The experiential model and its five steps are used in each activity in this guide as a means to help youth gain the most from the experience.

The five steps encourage the youth to try to do the activity before being told or shown how (experience). As the helper, you’ll want to help the youth describe what they experience and their reaction (share). You can use the questions listed at the end of activity to help the youth:

- discuss what was the most important about what they did (process);
- relate the life skill practiced to their own everyday experiences (generalize); and
- share how they will use the life skill and project skill in other parts of their lives (apply).



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

## Acknowledgments:

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For suggested exhibit requirements and lots of cool recipes check out the Fantastic Foods website at [www.youthlearningnet.org](http://www.youthlearningnet.org)  
(Click on Fantastic Foods)

# Having Fun with Fantastic Foods!

Are you ready to do fun experiments, prepare flavor-filled recipes, and go on fact-finding missions? That's what "Fantastic Foods" is all about. You'll have fun learning about different food ingredients, food characteristics, and food safety issues.

Your project manual is divided into six "bites": Healthy Food Selection, Smart Food Purchasing, Food Safety and Science, Food Preparation, Food Preservation, and Careers and Foods Around the World. In addition to the activities in the manual, there are exciting recipes and interesting food facts on the website. Check out [www.youthlearningnet.org](http://www.youthlearningnet.org) and click on the computer that has the word "Fantastic Foods" on its screen. There is also a list of ideas that you can use as an exhibit at your county or state fair.

Use the achievement sheet to plan your activities. After completing an activity, write the date completed and have your project helper initial it. You also need to fill out the record sheet at the end of the book.

## Your project helper

Your project helper is an important part of your experience in the Foods project. This person may be your project leader or advisor, a neighbor, a family member, a friend or anyone who has the interest to work with you to complete your activities. You need to involve your helper as you work with each activity and answer the questions. They are there to give you support and help you be successful.

Write the name and phone number of your project helper here:

My project helper \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_

## Action Demonstrations

An action demonstration is a fun way to share what you have learned with others. The key is getting your audience involved in doing what you are doing, not just showing them. An action demo can be given anywhere there are a lot of people, like a county or state fair or a shopping mall.

An action demo can be on almost any topic. Here are some questions to ask yourself when choosing a topic.

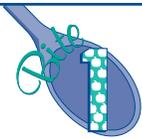
- Is it something that can be done in 3 to 5 minutes?
- Is it something that would interest the general public?
- Is there something "hands-on" for the audience to do?
- Can the supplies for the "hands-on" activity be used over and over again or will they have to be replaced every time? (Note: If they have to be replaced, this will add to the cost.)

Your demonstration should last about 3-5 minutes and you need to be able to do it over and over again with many different people. There is no prepared speech in an action demo, it is a 2-way conversation. Your goal is to involve the audience and you can do this by having them:

- Do what you are doing.
- Answer questions.
- Play a game.
- Do a hands-on activity.

# "You're the Chef" Achievement Sheet

Each year, you should complete a minimum of three (3) activities, each from a different "bite" category. Within the three-year project period, you should have completed a minimum of nine activities, at least one activity from each of the six "bite" categories. Write the month, day, and year beside each of the activities you completed. Get your project helper to initial that you have discussed the activity with them. In addition, you need to do an action demonstration at the club/school or county level.

	Date Completed Month/Day/Year	Helper Initial		Date Completed Month/Day/Year	Helper Initial
 <h2>Healthy Food Selection</h2> <p>1a Fit is in!                    ___/___/___    ___</p> <p>1b Get the facts on fads        ___/___/___    ___</p> <p>1c Emotions, eating, and you   ___/___/___    ___</p> <p>1d Lean on!                    ___/___/___    ___</p>			 <h2>Food Preparation</h2> <p>4a Ring around                ___/___/___    ___</p> <p>4b Whole meal deal            ___/___/___    ___</p> <p>4c Breadsticks for a crowd!   ___/___/___    ___</p> <p>4d Do a stir-fry                ___/___/___    ___</p>		
 <h2>Smart Food Purchasing</h2> <p>2a Slow, moist, and tender    ___/___/___    ___</p> <p>2b Crazy casseroles            ___/___/___    ___</p> <p>2c Don't throw it out!        ___/___/___    ___</p> <p>2d A five-pound deal          ___/___/___    ___</p>			 <h2>Food Preservation</h2> <p>5a Zesty salsa                 ___/___/___    ___</p> <p>5b Jiffy jam                    ___/___/___    ___</p> <p>5c Pucker up!                 ___/___/___    ___</p>		
 <h2>Food Safety and Science</h2> <p>3a Slow them down            ___/___/___    ___</p> <p>3b Emulsions                    ___/___/___    ___</p> <p>3c Spoilers or helpers?       ___/___/___    ___</p>			 <h2>Careers and Foods Around the World</h2> <p>6a Food photography          ___/___/___    ___</p> <p>6b Invent a snack               ___/___/___    ___</p> <p>6c India chicken curry        ___/___/___    ___</p> <p>6d New Zealand paraoa parai ___/___/___    ___</p>		

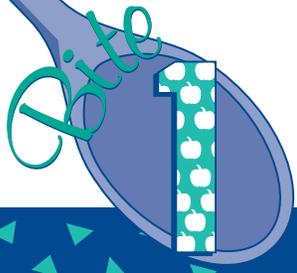
Title of Action Demonstration Given \_\_\_\_\_ Location \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Club/School \_\_\_\_\_

I certify that this youth has completed all requirements for Level C of the Fantastic Foods project and is ready to move on to Level D.

Project Helper's Signature \_\_\_\_\_ Date \_\_\_\_\_



# HEALTHY FOOD SELECTION

## 1a. Fit is in!

### Project skill:

Develop an exercise program

### Life skill:

Making healthy lifestyle choices

### Supplies

- pencil

There are many different recommendations for people your age when it comes to exercise. There are also a lot of questions. What should I do? How often? How long each time? The answers are different for each one of you. Generally, young people your age should do 30 to 60 minutes a day of moderate physical activity. This could be walking, swimming, or riding a bike. Or, you could do a more intense exercise three times a week. This could be jogging, basketball, soccer, or tennis. The best thing you can do is to make every day an active day for 30-60 minutes per day.

Generate your own MyPyramid food guide for your age and activity level (go to [MyPyramid.gov](http://MyPyramid.gov)).

1. Using the MyPyramid as a guide, develop an exercise program just for you. Choose whether you want to exercise 4 or 5 times a week.
2. In the chart, write the type of exercise you are going to do and how long you are going to do it. Then put a check mark in the "completed" column as you finish each day's exercise. Don't forget to stretch, warm up, and cool down. And don't overwork yourself. Build your endurance and strength gradually.

3. After your first week of exercise, change your program if you think it's necessary.

## MyPyramid.gov

Based on the information you provided and the average needs for your age, gender and physical activity (Age: 11, male, Physical Activity: 30-60 minutes) and (Age: 12, 13, 14, 15, 16, 17 & 18, female, Physical Activity: 30-60 minutes) your results indicate that you should eat these amounts from the following food groups daily.

Your results are based on a **2000** calorie pattern. (This calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your calorie intake.)

Grains <sup>1</sup>	6 ounces
Vegetables <sup>2</sup>	2.5 cups
Fruits	2 cups
Milk	3 cups
Meat & Beans	5.5 ounces

### <sup>1</sup>Aim for at least 3 whole grains a day.

### <sup>2</sup>Vary your veggies

Aim for this much every week:

Dark Green Vegetables = 3 cups weekly

Orange Vegetables = 2 cups weekly

Dry Beans & Peas = 3 cups weekly

Starchy Vegetables = 3 cups weekly

Other Vegetables = 6 ½ cups weekly

Aim for 6 teaspoons of oils a day

Limit your extras (extra fats & sugars) to 265 calories.

## Extra bite

Volunteer to help with an after school or day care program and try to start an activity or exercise program for the children. It could be as simple as hiking, riding on bicycle paths, or playing Frisbee.

	Type of Exercise	Time	Completed
Day 1			
Day 2			
Day 3			
Day 4			

4. Continue exercising, and remember, fit is in!

### Hint

Find a friend or family member to exercise with. It's always more fun to have someone to talk to. A friend can also help you stay on target in your exercise program by holding you accountable.

## Kitchen Talk

1. Describe how you did in meeting all of your goals during your first week of exercise. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe changes you made after your first week.  
\_\_\_\_\_  
\_\_\_\_\_

3. What main muscles are being targeted in your exercise program?  
\_\_\_\_\_  
\_\_\_\_\_

4. How can you help your family and friends begin an exercise program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sports nutrition

Even though it doesn't seem like it, water is a nutrient, possibly the most important nutrient. In fact, you can only live a few days without water. Why? Water makes up 50% to 75% of your body. But, your body does not naturally store water like it stores other nutrients. So how much water do you need? The common answer is eight 8-ounce glasses of water per day. This may not be enough for you, though. Each individual needs different amounts. Your need depends on your body size and composition, activity level, and the temperature and humidity of the environment.

You need water to:

- Carry other nutrients to the parts of your body where they are needed.
- Lubricate your joints (helps your knees, elbows, and shoulders move freely).
- Remove wastes (leftover stuff not needed by your body).
- Regulate your body temperature. Your body works best at a certain temperature. When you're too hot, your body cools you off by sweating.

# 1b. Get the facts on fads

**Project skill:**  
Evaluating fad diets

**Life skill:**  
Making healthy lifestyle choices

## Supplies

- pencil
- ad or magazine article about a diet

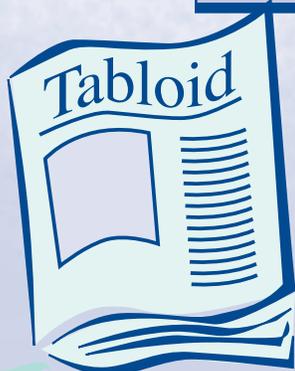
Diet ads are everywhere. You'll see them on TV, in a magazine, book, or newspaper, on the Internet, in e-mail, and at a health store. You have to decide if the information is factual or a fad. A "fad" is something that is popular to do. Fad diets usually fail because as soon as the dieters quit the fad diet they regain the weight. Catchy sayings that indicate a quick fix to weight loss or warnings that a certain food causes you to get fat are warning signs for fad diets.

Another problem with fad diets is that they provide no variety. The base of the Dietary Guidelines is that you choose a variety of foods to get adequate amounts of nutrients.

The best and safest way to lose weight is to lose one half to one pound a week. An ideal diet is one that lets you maintain a normal weight and routine. Lost pounds stay off only when a lifestyle change is made. Let's analyze a diet.

1. Carefully read the ad or magazine article about the diet.
2. Compare the characteristics of that diet to the Dietary Guidelines. Check yes if any of them match.

Does the diet suggest you:	Yes	No	Doesn't say
Aim for a healthy weight			
Be physically active each day			
Let the pyramid guide your food choices			
Choose a variety of grains daily, especially whole grains			
Choose a variety of fruits and vegetables daily			
Keep food safe to eat			
Choose a diet that is low in saturated fat and cholesterol and moderate in total fat			
Choose beverages and foods to moderate your intake of sugars			
Choose and prepare foods with less salt			



# Kitchen Talk

## Extra bite

- Design a diet plan using the Dietary Guidelines.
- Visit a registered dietitian or an individual in the field of nutrition or health to help you evaluate your plan.

1. How many matches did the diet plan have to the Dietary Guidelines?

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2. Would there be any health risks to someone if they stayed on this diet longer than six weeks? If so, what?

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3. Would you recommend this diet plan to any of your friends or family members?

Explain why you answered yes or no.

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4. How can you help someone make a decision when choosing between several diet plans?

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## Evaluating nutrition information

You must have heard on the radio or TV, or read in the newspaper, new information about health and nutrition: Is it all fact, or is some fiction? How can you know what is fact when you hear it? Well, unfortunately you can't know right away. But you can find out from other resources. You can find answers to questions about nutrition information at:

- Cooperate Extension Service county offices
- County health departments
- Hospital food and nutrition departments
- College and university nutrition departments
- American Heart Association
- American Dietetic Association
- American Diabetes Association
- Dental/medical associations

