

FOODWORKS



Foods Youth Activity Guide



Name _____

County _____





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.

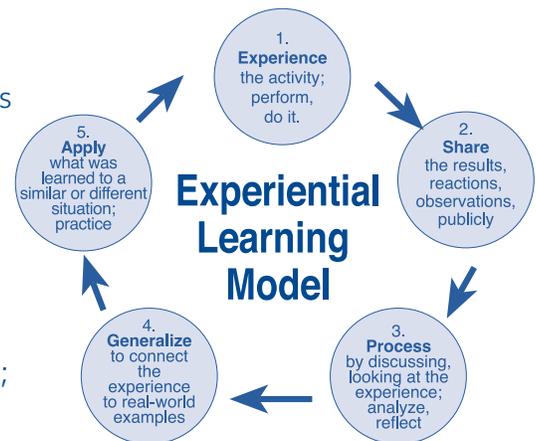
A total of five pieces are available in the “Fantastic Foods” curriculum series. The four activity guides, Six Easy Bites, Tasty Tidbits, You’re the Chef, and Foodworks have been designed to be developmentally appropriate for grades 3-4, 5-6, 7-9, 10-12 respectively, but may be used by youth in any grade 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 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.

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For suggested exhibit requirements and lots of cool recipes check out the Fantastic Foods website at 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 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.

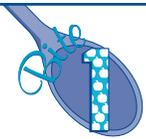
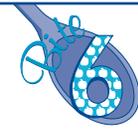
- Is it something that can be done in 3 to 5 minutes?
- Is it something that would interest the general public?
- Is there something "hands-on" for the audience to do?
- Can the supplies for the "hands-on" activity be used over and over again or will they have to be replaced every time? (Note: If they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

"Foodworks" Achievement Sheet

Each year, you should complete a minimum of three 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
 <p>Healthy Food Selection</p> <p>1a Cooking with children</p> <p>1b Finding help</p> <p>1c More than vegetables</p>		___/___/___	___	 <p>Food Preparation</p> <p>4a Meat loaf</p> <p>4b Oven-baked fish</p> <p>4c Perfect pies</p> <p>4d Sizzling chicken</p>		___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___
 <p>Smart Food Purchasing</p> <p>2a Precycle before you recycle!</p> <p>2b Divide in two</p> <p>2c Food budgets</p> <p>2d Eating out</p>		___/___/___	___	 <p>Food Preservation</p> <p>5a Pressure canning</p> <p>5b Jelly jamboree</p> <p>5c Freezer smarts</p>		___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___
 <p>Food Safety and Science</p> <p>3a When the power's out</p> <p>3b Turkey safety</p> <p>3c Marinade madness</p>		___/___/___	___	 <p>Careers and Foods Around the World</p> <p>6a Cater a party</p> <p>6b Planning with exchanges</p> <p>6c Greek baklava</p> <p>6d Mexican flan</p>		___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___
		___/___/___	___			___/___/___	___

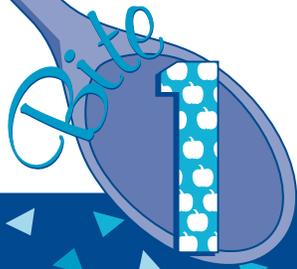
Title of Action Demonstration Given _____ Location _____

Name _____ Age _____

Club/School _____

I certify that this youth has completed all requirements for Level D of the Fantastic Foods project.

Project Helper's Signature _____ Date _____



HEALTHY FOOD SELECTION

Dietary Guidelines

Be Physically Active Every Day

The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods from Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Eat More from Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.



Nutrition through the lifecycle

During a 70-years-plus lifespan, the amounts of nutrients and energy you need vary dramatically. Generally speaking, nutrient needs are higher at the time in life when you grow rapidly.

During pregnancy, a woman's nutrient needs increase greatly. It's important that she eat enough food to meet her own needs as well the needs of the developing baby.

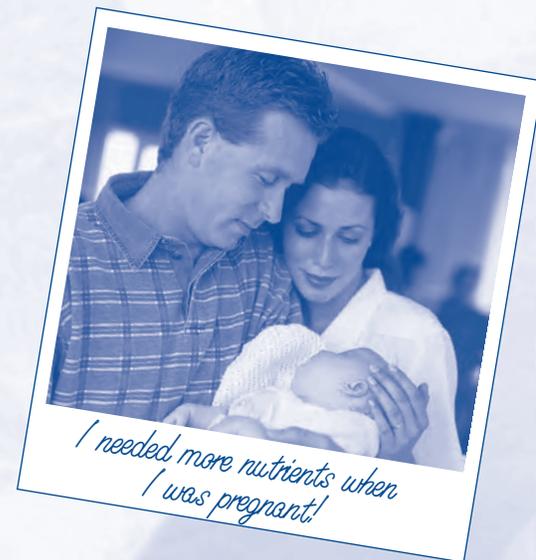
On the other hand, older adults have special nutrient needs. For example, they have fewer energy (calorie) needs but require the same amount of protein and other nutrients compared to young adults. In addition, certain health problems, such as heart disease, high blood pressure, or diabetes, may require special dietary considerations. These may include a low-sodium (salt) or low-cholesterol diet.

Guidelines for altering recipes

- Reduce sugar by $\frac{1}{3}$ of the amount called for in a recipe. Don't substitute non-caloric sweeteners for sugar in foods that are cooked because the sweeteners are affected by the heat of cooking.
- Reduce fat by $\frac{1}{3}$ of the amount asked for in a recipe. Don't substitute low-calorie, diet, or soft margarine or butter for baked product recipes calling for the stick kind unless the recipe says you can.
- Leave out or reduce salt by $\frac{1}{2}$ of the amount asked for in a recipe. Using $\frac{1}{2}$ is a way to get used to the flavor change.
- Substitute whole-grain flour for $\frac{1}{4}$ to $\frac{1}{2}$ of the all-purpose flour asked for in a recipe.

Another way to change recipes is to substitute one product for another. For example, to lower the amount of fat in a food you are preparing, you can substitute:

- Yogurt or cottage cheese for sour cream in some sauce, gravy, and dip recipes.
- Low-fat cheese, like mozzarella made from skim milk, for high-fat cheeses.
- Skim milk for whole milk.
- Evaporated milk, whipped nonfat dry milk, or nondairy whipped topping for cream in some recipes calling for whipped cream.



1a. Cooking with children

Project skill:

Conducting a food preparation activity for young children

Life skill:

Exercising leadership

Supplies

- pencil
- paper
- willing friend

Babies grow very quickly in their first year of life. They triple their weight! A baby who weighed eight pounds at birth would weigh 1,417,176 pounds by age 12 if she continued to triple her weight every year as babies do!

During the second year, as growth rates slow down, babies' appetites decrease as well. It's frustrating for parents to cope with variable appetites. As long as children are offered a wide variety of nutritious foods in small portions, they will eat enough food. They should not be forced to eat certain amounts.

Parents and sitters can help kids develop good eating patterns by eating a variety of foods themselves. Other ways to help include:

- Involve children in the preparation and serving of food to interest them in eating.
- Turn off the radio or TV during meals.
- Realize that children have variable appetites and they may not eat all their food all the time.
- Offer small snacks in addition to meals.

Try this activity and you will learn a lot about children and maybe even something about yourself.

1. Brainstorm with a friend on possible places to visit, such as a child care center, nursery school, kindergarten, or the home of a neighbor with a young child.
2. Plan a food preparation activity that involves the children. Keep it healthy and simple. Look at a children's cookbook to find ideas for dips and snacks. If the local library does not have cookbooks for children, browse the cookbooks in a local bookstore for ideas you can use. Here are some examples of fun activities to do with children.
 - **MyPyramid Activity** - Teach the MyPyramid food guide to the children using building blocks. Show them that the base is the most important, just as it is in the food guide. Then take blocks out from the bottom until the pyramid falls. Use this to teach the children that a balanced diet is important.
 - **Fun Fitness Activities** - Do something as simple as taking a walk after a summer rain shower. Ask the children what they see or smell. See MyPyramid.gov for teaching lessons, hand-outs and additional resources.
 - **Snacking Fun** - Take two or three large bowls of ingredients such as peanuts, raisins, and a type of cereal. Give each child some of



Fun with children!



each ingredient and let them name their own snack.

3. Arrange your visit to a child care center, school, or home by contacting the director, school principal, or the child's mother. Let them know what you want to present.
4. Make a list of food and equipment you need. Try to anticipate possible problems and ways to avoid them. Complete any advance preparation necessary. Discuss your plans with another adult.

Kitchen Talk

1. Where did you present your activity? What age children did you work with?

2. Describe the activity you did with the children.

3. What did you learn about leadership through this activity?

4. How will you apply your leadership skills to another project or activity?

Extra bite

1. How can new foods be made more acceptable to a preschool child? Think of five ways and try them out!
2. Interview a dietitian, pediatrician, or pediatric nurse to find out how children's nutrient needs change between the ages of 1 and 10. Which nutrients are most often deficient in children's diets?

About babies

Never give sweet liquids, such as sugared water or cola, to babies. Sweet liquids can decay a baby's newly emerging teeth. Also, don't put a bottle in the crib with the baby at naptime or bedtime because liquids pooling in his mouth as he falls asleep can decay teeth and cause ear infections.

Babies younger than 4 months have a physiological suck-swallow reflex that makes it difficult for them to swallow strained food from a spoon. Babies need to be able to hold their heads up before they can eat cereal and solid food. They should also have doubled their birth weight before they get solid foods.

When babies start baby food, one new food should be tried every three or four days instead of feeding many new foods at once. This identifies possible allergies.

Soft and easy-to-swallow foods are necessary, because babies don't have many teeth. Table food can be strained and mashed if parents make sure it was stored and prepared properly and that it contains no extra additives, such as salt and spices.

1b. Finding help

Project skill:

Identifying local programs that offer food or nutrition assistance to pregnant women

Life skill:

Being a responsible citizen

Supplies

- paper
- pencil
- poster board
- markers
- telephone and human service directories



To have a healthy baby, a woman needs to gain between 25 and 35 pounds during her pregnancy. All women, whether they are thin, average, or heavy, need to gain weight to have healthy babies. For a baby to grow well, the mother's body also must grow and change so it can nourish and protect the baby. Otherwise, the baby may be born small and have health problems.

Pregnant teenagers have special nutrient needs because they are still growing themselves. They have an increased risk of delivering premature, low-birthweight infants, and of developing anemia and other maternal complications.

Some pregnant women may not have enough money to buy nutritious food or may not know which foods they should eat. In this activity, you will find out about local resources for pregnant women.

1. Brainstorm about organizations that offer food or nutrition education to pregnant women. Ask adults you know or search for the programs in your telephone directory or a human service directory at the library. To start off, try your local office of the Cooperative Extension Service.
2. In the chart below, list all the programs you find.



Program name	Telephone number	Service offered
1.		
2.		
3.		
4.		
5.		

3. Call or go to the agencies you found. Find out what kind of assistance they give and who is eligible to use the program.
4. Write the information on a piece of poster board.
5. Put your poster board on a bulletin board at a place such as a laundromat, grocery store, or community center where pregnant women are likely to see it.

Kitchen Talk

1. Which programs are available to pregnant women at no charge?

2. Where did you post your list?

3. What other programs do you think are necessary in your area?

4. What other populations in your area would benefit from a listing of community programs and centers?



Extra bite

1. Find out about the use of alcohol, drugs, or cigarettes during pregnancy. What syndromes or health risks to the unborn baby are associated with the use of these items?
2. Talk to your mother or other mothers about how their diets changed while they were pregnant. Compare their changes with what is recommended to pregnant women today.

Break it down

Nutrients for growth and development of the baby come from the food the mother eats. A pregnant woman needs approximately 300 additional calories each day for energy to support herself and her baby. She also requires more:

- **Protein** for building a new body and brain tissue.
- **Calcium** for the formation of bones and teeth in the baby.
- **Folacin** (a B-vitamin) and **iron** to produce new red blood cells for the mother and the baby.

Three hundred calories is not a lot. For example, two cups of 2% milk or a peanut butter sandwich contain almost 250 calories! That means a pregnant woman has to be extra careful to choose foods that are good sources of protein, calcium, folacin, and/or iron.

It's important for a pregnant woman to understand that what she puts in her body also goes to the baby. Each time she drinks alcohol, smokes, or uses any drugs, her baby receives some, too. Alcohol, tobacco, "street drugs" such as marijuana or cocaine, and prescription drugs or even over-the-counter drugs, such as a cold tablet, may harm a developing baby. Some even cause birth defects. Pregnant women should avoid these substances.