

SIX EASY BITES



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.

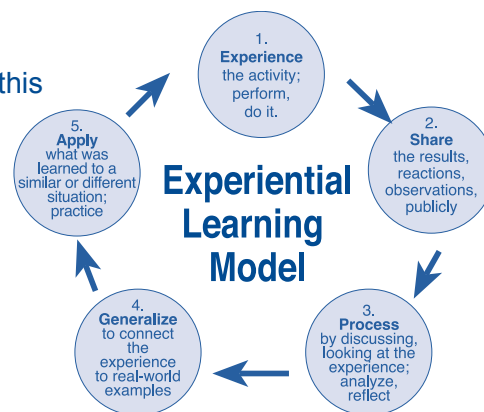
A total of five pieces are available in the “Fantastic Foods” curriculum series. The four activity guides, Six Easy Bites, Tasty Tidbits, You’re the Chef, and Foodworks have been designed to be developmentally appropriate for grades 3-4, 5-6, 7-9, 10-12 respectively, but may be used by youth in any grade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

“Six Easy Bites” was written by Susan Barkman and Amy Wright, Purdue University, along with a curriculum design team composed of Foods and Nutrition specialists Bill Evers and Charles Santerre and Extension educators Nancy King, Anne Wilcox, Joanne Lytton, Peg Ehlers, Dianne Roell Paris, and Barbara Bowman, and volunteers Cara Gibson, Lyneen Burrow, Ruth Palmer, Linda Jones, and Deanna Engleking.

Editing and production coordination was done by Frank Koontz, Purdue University Agricultural Communications.

Illustrations were done by John Metzinger and page layout and design by Pro Design, Lafayette, IN.

Photographs were done by Mike Kerper, Purdue University Agricultural Communications; Richard Myers-Walls, Purdue University Center for Instructional Services; Susan Barkman, Purdue University.

SIX EASY BITES

Overview.....	4
Achievement Sheet	5
Bite 1- Once You Swallow	6
Nutrients - who needs them?.....	6
1a Mama mia pizza pockets	8
1b Bone up on calcium	10
1c Fruit kabobs	12
1d Snackin' power	14
Bite 2- Money Talks.....	16
2a Tune into ads	16
2b Sweet sugary search	18
2c Juicy juice	20
2d Making brownie cents	22
Bite 3- Play It Safe.....	24
3a Danger zone	24
3b Fuzzies on my bread	26
3c Glo germ	28
Bite 4- Kitchen Magic.....	30
Kitchen safety	30
How to measure	31
4a Pancakes, anyone?	32
4b Colossal cookies	34
4c Chip in muffins	36
4d Micro stuffed potatoes	38
Bite 5- Eat It Later	40
5a Scream for ice cream.....	40
5b You be the judge	42
5c Saga of a soggy sandwich.....	44
5d Frosty freezer fruit.....	46
Bite 6- Imagine That!	48
6a What's my line?	48
6b The chain gang	50
6c Thailand watermelon	52
6d Mexican churritos.....	54
Glossary	56
Year 1 Record Sheet.....	57
Year 2 Record Sheet.....	58
Measuring Math	59



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?

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": Once You Swallow, Money Talks, Play It Safe, Kitchen Magic, Eat It Later, and Imagine That. 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.

“Six Easy Bites” Achievement Sheet

Each year, you should complete a minimum of three (3) activities, each from a different “bite” category. Within the two-year project period, you should have completed at least 6 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>Once You Swallow</h2>	1a Mama mia pizza pockets	___/___/___	___	 <h2>Kitchen Magic</h2>	4a Pancakes, anyone?	___/___/___	___
	1b Bone up on calcium	___/___/___	___		4b Colossal cookies	___/___/___	___
	1c Fruit kabobs	___/___/___	___		4c Chip in muffins	___/___/___	___
	1d Snackin' power	___/___/___	___		4d Micro stuffed potatoes	___/___/___	___
 <h2>Money Talks</h2>	2a Tune into ads	___/___/___	___	 <h2>Eat It Later</h2>	5a Scream for ice cream	___/___/___	___
	2b Sweet sugary search	___/___/___	___		5b You be the judge	___/___/___	___
	2c Juicy juice	___/___/___	___		5c Saga of a soggy sandwich	___/___/___	___
	2d Making brownie cents	___/___/___	___		5d Frosty freezer fruit	___/___/___	___
 <h2>Play It Safe</h2>	3a Danger zone	___/___/___	___	 <h2>Imagine That!</h2>	6a What's my line?	___/___/___	___
	3b Fuzzies on my bread	___/___/___	___		6b The chain gang	___/___/___	___
	3c Glo germ	___/___/___	___		6c Thailand watermelon	___/___/___	___
					6d Mexican churritos	___/___/___	___

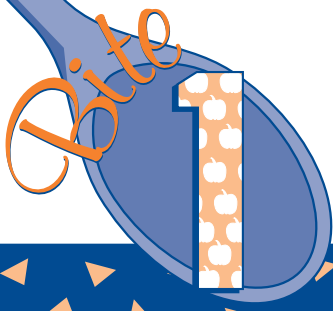
Title of Action Demonstration Given _____ Location _____

Name _____ Age _____

Club/School _____

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

Project Helper's Signature _____ Date _____



ONCE YOU SWALLOW

Nutrients - who needs them?

Nutrients are the special substances that your body gets from the food you eat. Your body needs many different nutrients. Each nutrient does a certain job for your body. You need a lot of some nutrients and not as much of others. Your body is an amazing machine that knows how to handle all the nutrients you give it.

Draw a line between each nutrient and the job it does.

Carbohydrates

helps you see in the dark.

Protein

build and repair muscles and other parts of your body.

Fat

give you energy to grow, move, and do things.

Water

helps your blood to carry oxygen to all parts of your body - even your toes!

Calcium

gives you some energy and carries some vitamins to where they are needed.

Iron

helps heal cuts.

Vitamin A

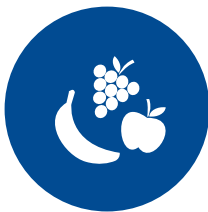
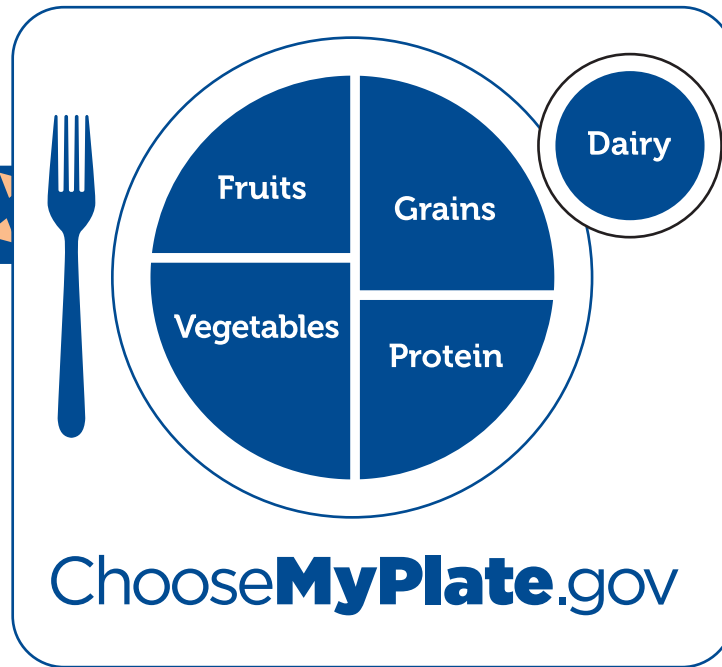
regulates body temperature.

Vitamin C

keeps bones and teeth growing strong and sturdy. keeps heart and other muscles working.

Nutrients . . . How do I get them?

How do you know what foods to eat to get all the nutrients your body needs to stay healthy? There's an easy way to check. Just log on to MyPyramid.gov web site, develop your own MyPyramid recommendations, and eat the suggested amounts of each food group every day.



Focus on whole fruits

Include fruit at breakfast! Top whole-grain cereal with your favorite fruit, add berries to pancakes, or mix dried fruit into hot oatmeal.



Vary your veggies

Cook a variety of colorful veggies. Make extra vegetables and save some for later. Use them for a stew, soup, or a pasta dish.



Vary your protein routine

Next taco night, try adding a new protein, like shrimp, beans, chicken, or beef.



Make half your grains whole grains

Add brown rice to your stir-fry dishes. Combine your favorite veggies and protein foods for a nutritious meal.



Move to low-fat or fat-free milk or yogurt

Enjoy a low-fat yogurt parfait for breakfast. Top with fruit and nuts to get in two more food groups.

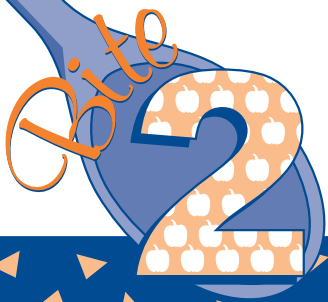


Drink and eat less sodium, saturated fat, and added sugars

Cook at home and read the ingredients to compare foods.

Based on the Dietary Guidelines for Americans.
Go to [ChooseMyPlate.gov](https://www.choosemyplate.gov) for more information.

MPMW Tipsheet No. 14
December 2018
Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.



MONEY TALKS

2a. Tune into ads

Project skill:
Understanding TV commercial messages

Life skill:
Communicating

Supplies

- TV or a magazine
- pencil

Do you ever find yourself humming or singing the tune from a catchy commercial you saw on TV? Have you ever thought about why commercials do that to you? Maybe you're going to buy what was advertised, and maybe not. How do you decide?

The next time you watch TV, tune into food ads! If you don't watch TV, you can find food ads in magazines or newspapers. Count how many food ads you see while watching TV or reading a magazine for just a half-hour. Saturday morning is the best time to catch commercials aimed at you!



1. Use the chart to record what you see.
2. Write the name of every food ad you see. Try to catch the main message and the snappy power words or images that are used to sell the food. Remember, ads might use devices such as jingles, funny noises, giveaways, cartoon characters, or sports figures.

Type of food	Brand name	Ad device	Message



PLAY IT SAFE

3a. Danger zone

Project skill:

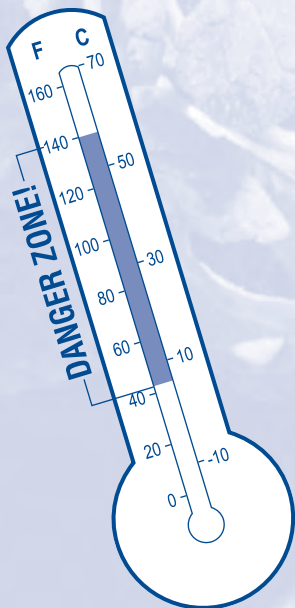
Identifying food safety issues

Life skill:

Preventing illness

Supplies

- brown paper sack
- insulated lunch sack
- pack of ice
- 2 thermometers
- 2 sandwich baggies
- 4 pieces of bread
- 6 thin slices of ham
- 2 slices of your favorite cheese



Keeping food safe requires keeping hot foods hot and cold foods cold. This may sound easy to do, but failure to follow this simple rule often is a factor in foodborne illness. Bacteria that cause foodborne illness multiply and grow at temperatures between 41°F and 140°F, which is known as the danger zone. Temperatures between 70°F and 120°F allow microorganisms to grow especially fast.

Perishable food should be thrown away if it has been kept at temperatures between 40°F and 140°F for more than two hours. Perishable food includes both hot and cold foods. That means cooked food must be kept hotter than 140°F until it is served.

Cold foods such as salads, lunchmeats, and dairy products should be kept below 40°F.

Knowing this is important when packing lunches for school, field trips, day camps, canoe trips, etc. You must be extra careful packing your lunch so cold foods are kept below 40°F so bacteria cannot grow and multiply. Try this experiment with two types of lunch containers. Remember, if food is in the temperature danger zone, 41°F - 140°F, for more than two hours, it is not safe to eat!

1. Place the pack of ice in the insulated lunch sack.
2. Prepare two sandwiches, each with 3 slices of ham and 1 slice of cheese.
3. Put one sandwich in the brown paper sack and the other in the insulated lunch sack.
4. Put a thermometer in each of the sacks and close.
5. Leave bags on a countertop for two hours out of direct sunlight.
6. After two hours, open each sack and record the temperature on the chart on the next page.
7. Place thermometers back in sacks and wait two more hours.
8. Again after two hours, open each sack and record the temperature on the chart.



KITCHEN MAGIC

Kitchen safety

It's OK to have fun while you cook. After all, that's what it's all about! But accidents can happen when you're:

- In a hurry.
- Messy and not cleaning up spills.
- Not paying attention to what you're doing.
- Using machines you don't know how to operate.
- Working in the kitchen without permission.

What kind of accidents happen most often?

- Burns
- Cuts
- Falls



Always cut away from your hands!

Safe Cook Checklist ✓

<i>Are you a safe cook? How many of these things do you do in the kitchen?</i>	Yes	No
I dry my hands well after washing to avoid slippery fingers and injuries from electrical shocks.		
I close cabinet doors and drawers after opening them.		
I wipe up spills on the floor and countertops right away.		
I place knives where they belong (butcher block or drawer) and not on the kitchen counter.		
When I use a knife, I cut away from my hand and not toward it.		
I wash a knife immediately after using it and put it away.		
I open pan lids away from my face to protect it from steam that can burn.		
I always use potholders when handling pots.		
I turn all pot and pan handles toward the middle of the stove so they won't tip over accidentally.		
I don't leave cooking utensils in a hot pot or pan.		



EAT IT LATER

5a. Scream for ice cream!

Project skill:
Making ice cream

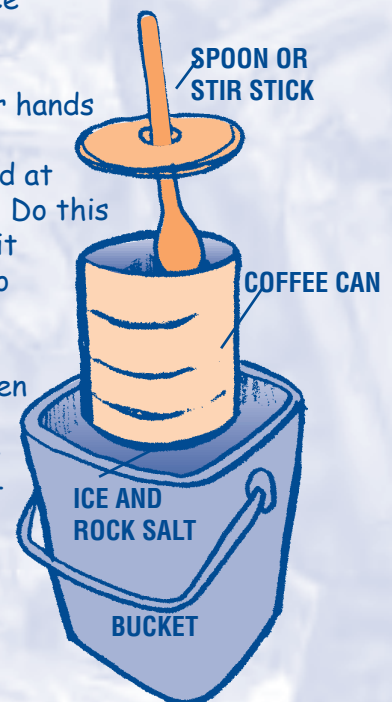
Life skill:
Mastering technology

Supplies

- 2 cups (1 pint carton) whipping cream
- $\frac{1}{3}$ cup sugar
- 1 teaspoon vanilla
- clean one-pound coffee can with a plastic lid
- stir stick or a wooden spoon
- plastic pail or an ice bucket about five inches wider than the coffee can
- crushed ice (or snow if it's winter!)
- rock salt or table salt (rock salt works best)

Everybody likes ice cream. Now it's easy to buy ice cream in the store, but did you know that it used to be only for kings and queens after Marco Polo brought a recipe for fruit ice back with him from China? It didn't take too long before others added milk and cream to the concoction and made ice cream in a bucket. You can make it that way, too.

1. Pour the cream, sugar, and vanilla into the coffee can. Mix them together well.
2. Make a hole in the coffee can plastic lid. Make the hole large enough so that when you push the wooden spoon or stir stick through the lid, you can easily move the spoon or stick. Place the lid back on the can.
3. Put a layer of crushed ice on the bottom of the plastic pail or ice bucket. Add about $\frac{1}{4}$ cup rock salt on top of the crushed ice.
4. Now place the coffee can on top of the ice and salt layer in the bucket. Layer more rock salt and crushed ice around the coffee can until you reach the top of the bucket or the top of the coffee can. Use 3 parts ice to 1 part salt. (That's $\frac{3}{4}$ cup ice to $\frac{1}{4}$ cup salt.) If you use too much salt, the ice cream can turn "grainy." Let it sit for three minutes, so it gets really cold.
5. Grab a partner if you can, so you have four hands to work with. You need to twirl the spoon handle in your hands as fast as you can, and at the same time turn the coffee can around! Do this for at least 20 minutes. You'll notice that it gets harder to stir as the cream turns into ice cream.
6. Take the coffee can out of the bucket when the ice cream is firm enough. Remove the spoon, and put the lid back on the can. Try to keep the can in the freezer for at least one hour.
7. You can add a topping or sprinkles to your ice cream. Eat and enjoy!





IMAGINE THAT!

6a. What's my line?

Project skill:

Identifying careers in the food industry

Life skill:

Making decisions

Supplies

- paper
- pencil
- interviewee

If you think you might be interested in a career in the food industry, now is a good time to find out more about it. How can you prepare for it? A great way to start is to talk with people who are already doing what you might want to do!



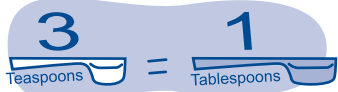
1. On the list below, put a ✓ by the five jobs you're most interested in.
2. Interview at least two people who are working in an area you're interested in. Ask both people the same questions, such as:
 - How did you get the job?
 - What's a "typical" day on the job like?
 - How long did you have to go to school?
 - How can I get a head start on finding out if I'd like to do what you do?
3. Take some notes during the interview. Jot down some interesting comments.



- | | |
|---|--|
| <input type="checkbox"/> Advertising Specialist | <input type="checkbox"/> Food Demonstrator |
| <input type="checkbox"/> Grocery Store Manager | <input type="checkbox"/> Writer for Newsletter |
| <input type="checkbox"/> Food Processing Worker | <input type="checkbox"/> Hospital Food Service |
| <input type="checkbox"/> Extension Educator | <input type="checkbox"/> Dietitian |
| <input type="checkbox"/> Health Inspector | <input type="checkbox"/> Nutritionist |
| <input type="checkbox"/> Food Technologist | <input type="checkbox"/> Host/Hostess |
| <input type="checkbox"/> Baker | <input type="checkbox"/> Dishwasher |
| <input type="checkbox"/> Home Economics Teacher | <input type="checkbox"/> School Lunch Server |
| <input type="checkbox"/> Researcher | <input type="checkbox"/> Vending Machine Stocker |
| <input type="checkbox"/> Bus Boy/Bus Girl | <input type="checkbox"/> Farmer |
| <input type="checkbox"/> Food Broker | <input type="checkbox"/> Stock Person |
| <input type="checkbox"/> Food Scientist | <input type="checkbox"/> Warehouse Supervisor |
| <input type="checkbox"/> Butcher | <input type="checkbox"/> Packer |
| <input type="checkbox"/> Food Salesman | <input type="checkbox"/> Waiter/Waitress |
| <input type="checkbox"/> Test Kitchen Manager | <input type="checkbox"/> Statistician |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Truck Driver |
| <input type="checkbox"/> Nutrition Aide | <input type="checkbox"/> Food Service Worker |
| <input type="checkbox"/> Public Relations | <input type="checkbox"/> Food Photojournalist |
| <input type="checkbox"/> Caterer | |

Measuring Math

For dry and liquid ingredients



3 teaspoons = 1 tablespoon



4 tablespoons = $\frac{1}{4}$ cup



5 tablespoons + 1 teaspoon = $\frac{1}{3}$ cup

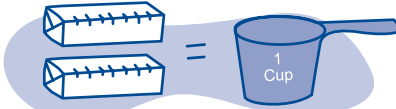


8 tablespoons = $\frac{1}{2}$ cup



16 tablespoons = 1 cup

For margarine or butter (stick form)



2 sticks = 1 cup



1 stick = $\frac{1}{2}$ cup



$\frac{1}{2}$ stick = $\frac{1}{4}$ cup

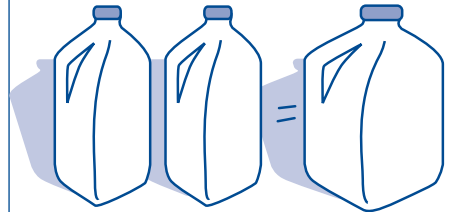
For liquids



2 cups = 1 pint



4 cups = 1 quart



2 quarts = $\frac{1}{2}$ gallon



The 4-H Pledge

*I pledge
my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service, and
my Health to better living,
for my club, my community,
my country, and my world.*



Explore more curriculum projects online at:
www.4-hcurriculum.org

© Copyright, (2002) by Purdue Extension, West Lafayette, Indiana 47907. All Rights Reserved. Unless permission is granted, this material shall not be copied, reproduced or coded for reproduction by any electrical, mechanical or chemical processes, or combinations thereof, now known or later developed.

It is the policy of the Purdue University Cooperative Extension Service, David C. Petritz, Director, that all persons shall have equal opportunity and access to the program and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability. Purdue University is an Affirmative Action employer.

This material may be available in alternative formats.
1-888-EXT-INFO