



# Project Helper Guide

# Note to Project Helper



Congratulations on having a young person ask you to be his or her helper. Your role as a project helper is very important to the young person's total educational experience. Not only will you provide encouragement and recognition; you will also be the key person with whom the young person shares each of the experiences in this 4-H activity guide.

The Foods curriculum series is designed to help youth have fun in the kitchen as they learn basic food preparation skills, prepare different foods, do fun experiments, and go on fact-finding missions. These educational materials have been created with a focus on healthy food selection, smart food purchasing, food safety and science, food preparation, food preservation, and careers in the food industry. The design emphasizes teaching young people the importance of balance with their food choices as they are building healthy food habits that will carry them to adulthood.

Food is meant to be enjoyed, but it is also important to find a balance of regularly making healthy choices and occasionally indulging in a treat. The recipes that are included were developed with this concept in mind. Youth learn to prepare recipes that encourage increased fruit, vegetable, low-fat dairy, lean protein, and whole grain consumption. They will also be challenged to increase the nutritional value of recipes by making healthy ingredient choices.

Five pieces are available in the Foods curriculum. There are four activity guides—Fantastic Foods, Tasty Tidbits, You're the Chef, and Foodworks. These guides have been designed to be developmentally appropriate for grades 3–4, 5–6, 7–9, and 10–12, respectively, but may be used by youth in any grade based on their skills and expertise. The fifth piece, the Project Helper Guide, provides you with additional background and tips on helping youth through the activities in their guide. The Project Helper Guide is available online as a free downloadable item.

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# The Experiential Learning Model

Learning by doing is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging them to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods.

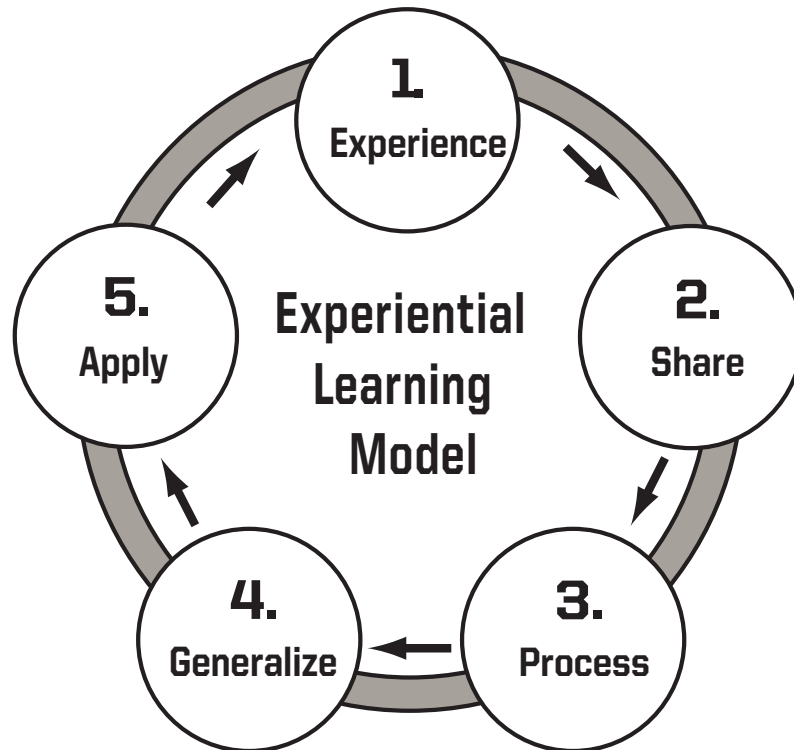
The Indiana 4-H Foods curriculum follows a model known as the experiential learning process. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

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 learning experiences.

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

- Discuss what was 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).

Activities in the youth manuals are designed to help the 4-H members work through the entire experiential learning process as they do the activity and record their answers.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"  
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## How Experiential Learning Works

### Do

1. Experience – Begin with a concrete experience. This can be an individual or group activity that involves “doing something.”

### Reflect

2. Share – Next get the group or individual to talk about what they experienced when they were doing the activity. Share reactions and observations. Talk freely.

Sharing questions:

What did you do?

What happened?

How did you feel to...?

What was the most difficult? Easiest?

3. Process – Discuss how questions are created by the activity.

Processing questions (use information generated from sharing questions):

What problems or issues seemed to occur over and over?

What similar experience(s) have you had?

### Apply

4. Generalize – Find general trends or common lesson in the experience. Identify the important points that apply to the real world.

Generalizing questions:

What did you learn about yourself through this activity?

What did you learn about making decisions (or other life skills)?

How do the major themes or ideas relate to real life and not just the activity?

How did you go about making your decision?

5. Apply – Talk about how the new information can be applied to everyday life or sometime in the future.

Applying questions:

How can you apply what you learned to a new situation?

How will the issues raised by this activity be useful in the future?

How will you act differently in the future as a result of this activity?



# Interactive Demonstrations

An interactive demonstration is a fun way for youth to share what they have learned with others. The key is getting the audience involved in doing what they are doing, not just showing them. Youth can give an interactive demonstration at a 4-H club meeting or anywhere a lot of people gather, like their school or a county or state fair.

Youth can choose almost any topic in the Foods curriculum or another topic of interest to them. Here are some questions to ask them when they are choosing a topic:

- Is it something that can be done in three to five minutes?
- Is it something other people might like to learn about?
- 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 do they have to be replaced every time? Having to replace them adds to the cost.

A demonstration should last about three to five minutes, and youth need to be able to do it over and over again with different people. They should have a conversation with the people they are demonstrating to. Their goal is to involve the audience. Youth can do this by having audience members do what they are doing, play a game, answer questions, or do a hands-on activity. Some examples: how to use a measuring cup or measuring spoon, or how to find things on a Nutrition Facts label.



# The Foods Curriculum Format

The content of the 4-H Foods curriculum has a much broader focus than skills related to food preparation. Each of the four activity guides includes a series of lessons that focus on these six areas.

- Healthy food selection
- Smart food purchasing
- Food safety and science
- Food preparation
- Food preservation
- Careers in the food industry

The lessons are consistently taught around MyPlate, the USDA's guidelines for healthy eating. Recipes are designed to increase consumption of fruits, vegetables, low-fat dairy, lean protein, and whole grains in accordance with MyPlate recommendations.

At the upper left of each lesson, a Recipe Box identifies the project skill and a life skill for that activity. *Project skills* are what the youth are learning to do. *Life skills* are broader abilities that can help them successfully live a productive and satisfying life. The Foods curriculum targets the following life skills, grouped into the four H's in the clover—Head, Heart, Hands, and Health:

## Head

- Using scientific methods
- Processing information
- Understanding systems
- Managing time and resources
- Practicing creativity
- Making decisions
- Planning and organizing
- Understanding where food comes from

## Heart

Communicating

## Hands

- Mastering technology
- Completing a task

## Health

- Making healthy lifestyle choices
- Preventing illness

Each lesson also includes a list of supplies/ingredients, background information, steps to complete the activity, and Kitchen Talk—questions that allow youth to reflect on what they've learned. To the right of some lessons are Extra Bites of additional information that complement the instruction or suggest variations of the activity.

Recipes focus on balancing health food choices with occasional treats and reflect appropriate portion size. A Nutrition Facts label is included for each recipe. Youth are challenged to increase recipes' nutritional value by adding or deleting ingredients. High school-aged students learn to adjust recipes for special dietary restrictions.

We hope this bright and consistent approach helps 4-H members enjoy learning about foods, and encourages them to balance their food choices with an active lifestyle.

**NOTE:** See pages 14-17 for a list of targeted life skills and project skills for each activity by curriculum level.

# Everyone Needs Nutrients

Nutrients are the special substances that your body gets from the food you eat. Your body needs many different nutrients, because 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.

There are five important food groups: fruits, vegetables, grain, protein, and dairy. Each of these food groups contains a different set of nutrients. When you eat foods from every food group every day, you are sure to get all the nutrients your body needs.

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

<b>Carbohydrates</b>	Helps you see in the dark
<b>Protein</b>	Builds and repairs muscles and other parts of your body
<b>Fat</b>	Gives you energy to grow, move, and do things
<b>Water</b>	Helps your blood carry oxygen to all parts of your body—even your toes!
<b>Calcium</b>	Gives you some energy and carries some vitamins to where they are needed
<b>Iron</b>	Keeps your digestive system (stomach and intestines) working properly, and fills you up fast
<b>Vitamin A</b>	Helps heal cuts and protect from colds and flu
<b>Vitamin C</b>	Regulates body temperature
<b>Dietary fiber</b>	Keeps bones and teeth strong and sturdy, and keeps heart and other muscles working

## GOOD SOURCES OF VITAMIN A:

sweet potatoes, carrots, spinach, kale and other dark green leafy vegetables, and winter squash.

## GOOD SOURCES OF VITAMIN C:

bell peppers, broccoli, Brussels sprouts, strawberries, pineapple, oranges, kiwifruit, cantaloupe, and cauliflower.

## GOOD SOURCES OF CALCIUM:

dairy products including milk, yogurt, and cheese; dark green leafy vegetables; and salmon.

## 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. Use MyPlate as a guide when choosing foods at meal times. Make half your plate fruits and veggies, choose a lean protein and a whole grain, and add a glass of milk or cup of yogurt, and you'll be on your way to a healthy life. How would you fill MyPlate at breakfast, lunch, and dinner to make sure you get all the nutrients you need?

You can also log on to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov), where you can develop your very own MyPlate recommendations and eat the suggested amounts of each food group every day. On this website, you can also keep track of your food intake and exercise!



# Everyone Needs Nutrients - continued

**Carbohydrates** - Fuel your brain and muscles and give you energy to do things

**Vitamin A** - Helps you see in the dark

**Fat** - Gives you some energy and carries some vitamins to where they are needed

**Protein** - Builds and repairs muscles and other parts of your body

**Dietary Fiber** - Keeps your digestive tract working properly

**Calcium** - Keeps bones and teeth strong and sturdy, and your heart and other muscles working

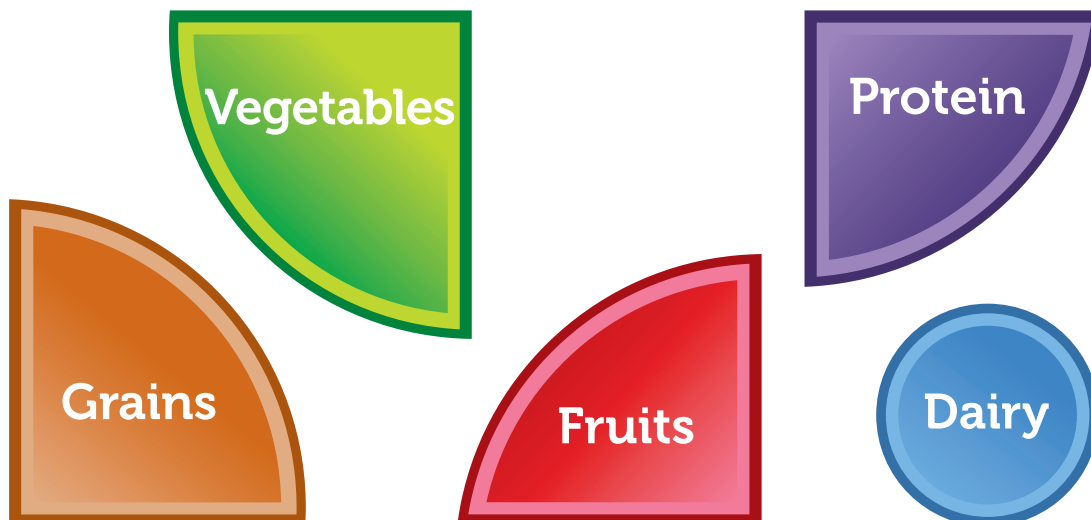
**Iron** - Helps your blood carry oxygen to all parts of your body—even your toes!

**Vitamin C** - Helps heal cuts and protects from colds and flu



# Putting MyPlate Together

MyPlate uses the five food groups as building blocks for a healthy diet. Before you eat, think about what goes on your plate or in your cup or bowl. Use the five food group shapes to build your healthy plate.





Extension - 4-H Youth  
Development



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