

Oregon 4-H



# 4-H Food and Nutrition Advancement Guide



## A Note to Leaders and Parents



The *4-H Food and Nutrition Advancement Guide* is a series of activities to support the learning experience, with phases appropriate to the age and skill development of 4-H members. With your help, the 4-H member chooses activities he or she wants to complete in each phase. If your 4-H member has a different idea for an activity appropriate for the learning area, he or she can write this activity in the blank space provided. As he or she completes the activity, the leader or parent can initial the effort.

The guide consists of nine phases with activities in five learning areas: individual development/leadership service, food preparation and safety, food science and management, nutrition/fitness, and consumerism. These are areas identified as part of the 4-H Food and Nutrition Program components.

Although 4-H members aren't required to complete phases from the advancement guide sequentially, the phases have been created with a developing skill level in mind. The phases progress from Phase 1 (beginning) to Phase 9 (advanced). Members can enter the advancement phases at any time; however, they will want to choose one appropriate for their age and skill level.

The *4-H Food and Nutrition Advancement Guide* is valuable to youth in the following ways:

- Members are asked to make choices, which helps them develop decision-making skills.
- Members select learning activities in all five areas to expand their interests and develop inquiring minds.
- Members and their parents know what is involved in the project and can assess their learning.
- Members complete activities to enrich their learning and give them a sense of accomplishment.
- Leaders use the advancement guide as a tool to enhance 4-H food and nutrition projects.
- This *4-H Advancement Guide* is just that—a guide that enriches the 4-H Food and Nutrition experience for young people. It is designed to supplement the 4-H Food and Nutrition project, not replace it.

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Prepared by Patricia Dawson, Extension 4-H and Youth Development Agent, with the assistance of the Oregon 4-H Food/Nutrition Curriculum Committee: Karlina Christensen, Anne Manlove, Pamela Rose and Janice Smiley. Based on the publication *4-H Food and Nutrition Enrichment Guide* - PNW 327 prepared by Barbara Boltes and the Tri-State Food/Nutrition Curriculum Committee.

## A Note to 4-H Members



You are unique! You have interests and goals that are unique only to you. We want you to follow those interests and reach those goals so that your 4-H experience is the best it can be—for you. The *4-H Food and Nutrition Advancement Guide* will help you do this.

Do you love to try new recipes? Is it important to you to share what you know with others? Do you like to think of ways you can do something a little better? Or would you rather take your time and “investigate” an idea you are curious about? Do you love to shop for food and discover the best deals in town? Or are you trying to learn some new skills that will help you find a job? The *4-H Food and Nutrition Advancement Guide* will help you do all these things.

You will have a chance to choose activities that interest you. You can even develop activities on your own. After you complete the activities in one phase, you can go on to the next.

The *4-H Food and Nutrition Advancement Guide* is an important part of your foods and nutrition project, but it does not replace your project work. It is optional and designed to help you learn about food/nutrition topics at your own pace. If you need some help choosing activities, ask your leader or parents for help.

### **Instructions for all phases**

This is the first step in the food and nutrition advancement program. Read through all the activities in your phase level. With your leader and/or parents, plan which activities you will do.

Choose activities in each section (individual development, food preparation and safety, food science and management, nutrition/fitness, consumerism) as indicated. You may also make up your own activity if there is a blank space.

Ask your leader or parent to initial each item as it is done and note the date. When you have completed all of your activities, review other phases with your leader and decide what you will do next.

# Phase 1



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page of this guide. Write them below.

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2. Teach a club member the 4-H motto.
3. Make a food item to donate to a community organization or give the food to a friend.
4. \_\_\_\_\_

**Plan to do**

**Date completed**

**Approved by**

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## Food Preparation and Safety

Choose two or more options.

1. Demonstrate how to properly measure flour, salt and water.
2. Prepare a nutritious salad using fruits or vegetables.
3. Talk about ways to prevent kitchen accidents and injuries while cooking.
4. Prepare a nutritious snack at a 4-H club meeting.
5. Serve pancakes with fresh fruit or applesauce.
6. Demonstrate how to properly wash hands.
7. Check the potholders in your kitchen and replace if necessary. Why?
8. Observe picnic food safety. Are hot foods kept hot and cold foods cold?

**Plan to do**

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## Food Science and Management

Choose two or more options.

1. Begin a "favorite recipe" file. For each, put down the source so you can give credit when you share it.
2. Wash dishes for a week.
3. Clean the silverware drawer.

**Plan to do**

**Date completed**

**Approved by**

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## Food Science and Management (continued)

4. Help with meal preparation at home for a week.
5. Test a dish to see if it is microwave safe.
6. Observe what happens when bananas are left out for a week. Why?

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## Nutrition/Health

Choose two or more options.

1. Make a collage or poster that shows the "My Plate" guidelines.
2. Share a new food item with your 4-H club members. Tell which food group it belongs to.
3. Talk about the nutrients in your favorite snack.
4. Learn to take your pulse.
5. Exercise for at least 20 minutes (continuously) 3 times a week for 2 weeks. What did you do?

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## Consumerism

Choose two or more options.

1. Talk about the reasons why some breakfast cereals contain small games and toys inside the box.
2. Clip or scan coupons to help your family reduce the cost of an often purchased food item.
3. Count the leftovers in your refrigerator, every Monday, for a month.
4. Help put away canned goods in their proper location.
5. Find the "best buy" in the newspaper or online for a food your family eats.

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### Completion—Phase 1

\_\_\_\_\_ has completed all requirements for Step 1 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 2



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page. Write them below.

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2. Keep the *4-H Foods Record* and *Permanent 4-H Record* up to date.

3. Make a table decoration and share it with a nursing or convalescent home.

4. Tell a friend about 4-H.

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**Plan to do**

**Date completed**

**Approved by**

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## Food Preparation and Safety

Choose two or more options.

1. Check the number of appliances plugged into outlets in your kitchen. Discuss electrical safety with your parents and/or 4-H club leader.

2. Try a low fat quick bread recipe and compare the differences in taste and appearance.

3. Plan a snack-tasting party. Prepare, taste, and vote on best looking, most nutritious, best

4. Learn 20 basic cooking terms.

5. Demonstrate how to properly measure brown sugar and shortening.

6. Check cupboards for swollen cans. Explain why the food may be unsafe to eat.

**Plan to do**

**Date completed**

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## Food Science and Management

Choose two or more options.

1. Collect five favorite recipes from a relative.

2. Help clean the refrigerator.

3. Make a new garnish to serve with your family's meal.

4. Serve a family style meal from foods in the kitchen.

5. Evaluate the difference between coating the sides of a muffin pan with cooking spray versus coating only the bottom of a muffin pan with cooking spray. What difference did you note?

**Plan to do**

**Date completed**

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**Food Science and Management (continued)**

**Plan  
to do**

**Date  
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**Approved  
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- 6. Compare one batch of biscuits with another batch of biscuits that are really over mixed. Compare the two products.
- 7. Demonstrate how to properly set the table
- 8. Arrange food attractively on a serving plate.

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**Nutrition/Health**

**Plan  
to do**

**Date  
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Choose two or more options.

- 1. Record the number of minutes you spend exercising and number of minutes spent watching T.V. for a week. How do they compare?
- 2. Change a cookie recipe so it is more nutritious. Make and bake a nutritious version.
- 3. Try a new vegetable.
- 4. Tell your 4-H club how to store vegetables to preserve best nutritive value.
- 5. List the opportunities you have for exercise at school.

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**Consumerism**

**Plan  
to do**

**Date  
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**Approved  
by**

Choose two or more options.

- 1. List four different ways you can purchase tomatoes, beef, and apples.
- 2. Grow a vegetable from seed and use in family dinners on 3 occasions.
- 3. Compare cost of in-season and out-of-season fruit.
- 4. Explain how to properly store fresh fruit.
- 5. Explain why famous people are often in food advertisements.

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**Completion—Phase 2**

\_\_\_\_\_ has completed all requirements for Step 2 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 3



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page. Write them below.

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2. Help your club plan an outing to a restaurant.
3. Read the food section in the newspaper or online. Tell your 4-H club what they would find in this part of the paper.
4. \_\_\_\_\_

Plan to do	Date completed	Approved by
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## Food Preparation and Safety

Choose two or more options.

1. Prepare a coffee cake without using a commercial mix.
2. Show your 4-H club members how to judge baked products.
3. Explain why cooking or serving spoons should not be used for tasting.
4. Select two vegetables and learn to prepare them in a microwave.
5. Demonstrate how to safely use knives when preparing a vegetable platter.
6. Make a quick bread which demonstrates methods to cut fat into dry ingredients.
7. Put refrigerated food away promptly after shopping.
8. Discuss how to safely store eggs.

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## Food Science and Management

Choose two or more options.

1. Record how much time it takes to make a cake from "scratch" (start to finish).
2. Find out about different kinds of apples. Choose some that suit your family's needs and tastes.
3. Test two or more recipes and add to your "favorite recipe" file.

Plan to do	Date completed	Approved by
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**Food Science and Management (continued)**

3. Set a table for a special occasion, i.e., a birthday or anniversary.
4. Chill salad plates for serving a special salad.
5. Compare one batch of muffins with another batch of muffins where you do not add baking powder. What happened?

Plan to do	Date completed	Approved by
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**Nutrition/Health**

Choose two or more options.

1. Taste all food items prepared in your home for one week.
2. Keep a record of what you eat for snacks for 1 week and discuss with a parent.
3. Identify three low-cost snacks that are also nutritious.
4. Drink water or fruit juice instead of pop for 1 week.
5. Make a poster showing foods rich in vitamin C. Display it or show it to club members.
6. Use a computer to play a game related to food, nutrition or exercise, or analyze a diet on a computer.

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**Consumerism**

Choose two or more options.

1. Compare two or more brands of yogurt for flavor, nutritional value and price per ounce.
2. Help with the grocery shopping for your family at least three times.
3. Look at advertisement of fast food restaurants. Why are they appealing?
4. Choose and buy snack foods for a party.
5. Make a "coupon organizer."

Plan to do	Date completed	Approved by
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**Completion—Phase 3**

\_\_\_\_\_ has completed all requirements for Step 3 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 4



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page. Write them below.

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2. Collect and donate canned food for a food drive.
3. Raise fresh vegetables and share with those in need.
4. Invite someone from another country to a 4-H club meeting. Ask your guest to tell about their food and serving customs.
5. \_\_\_\_\_

Plan to do

Date completed

Approved by

Plan to do	Date completed	Approved by
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## Food Preparation and Safety

Choose two or more options.

1. Make pudding for your family from "scratch."
2. Examine the many varieties of grain products and the role they play in the diet. Explore various ways of serving grain products.
3. Make vegetable soup from "scratch" and freeze for later use.
4. Test a yeast bread recipe from a magazine.
5. Shape yeast rolls three or more ways.
6. Prepare a fresh, frozen, or canned vegetable three new ways.
7. Thaw a frozen piece of meat properly.
8. Discuss the difference between using a dark cookie sheet compared to a light cookie sheet.

Plan to do

Date completed

Approved by

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## Food Science and Management

Choose two or more options.

1. Help plan dinner menus for 1 week.
2. Inventory items in the cupboard or pantry. Plan new ways to use those foods that have been there for some time.
3. Discuss family food traditions, i.e., holidays, picnics, and everyday.

Plan to do

Date completed

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Plan to do	Date completed	Approved by
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**Food Science and Management (continued)**

4. Observe food photography in monthly food magazines. Look for color, texture, and design.
5. Make a simple meal that will take 30 minutes or less from beginning to serving time.
6. Plan a well-balanced meal using leftovers.
7. Observe your family's lifestyle and relate it to food waste in your household.

**Plan to do**

**Date completed**

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**Nutrition/Health**

Choose two or more options.

1. Find a nutrition label with three or more forms of sugar listed.
2. Do 20 sit-ups. Drink the amount of fruit juice necessary to replace the calories you used in the exercise.
3. Organize a poster display or contest on nutrition at school.
4. Teach a nutrition snack lesson to a 4-H club with younger members.
5. Keep track of how much time you spend sitting for a day.
6. Find out which sports provide the most exercise in a 30-minute period.

**Plan to do**

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**Consumerism**

Choose two or more options.

1. Compare nutritional information, cost per ounce, and calorie content of three different breakfast cereals.
2. Observe three or more food advertisements that make misleading claims.
3. Keep track of all snacks you purchased for 1 week and record all costs.
4. Purchase cheese for enchiladas. Compare price of grated and block cheese.
5. Compare price and fat content of ground turkey, ground sausage and ground beef.

**Plan to do**

**Date completed**

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**Completion—Phase 4**

\_\_\_\_\_ has completed all requirements for Step 4 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 5



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page. Write them below.

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2. Invent and play a food/nutrition game with other club members.
3. Grow a window box or flower pot of herbs for use in the kitchen.
4. Help serve at a nutrition site for the elderly.
5. Plan and give a demonstration.
6. \_\_\_\_\_

**Plan to do**

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## Food Preparation and Safety

Choose two or more options.

1. Make pizza dough using whole wheat flour.
2. Fix a nutritious snack for a toddler.
3. Use a marinade in meat cookery.
4. Make a breakfast that includes a quick bread for a friend or your family.
5. Prepare a soup using a slow cooker.
6. Make your own low fat salad dressing.
7. Record the food and kitchen safety practices you utilized while preparing three meals.
8. Tell others about safety precautions when stuffing a chicken or turkey.

**Plan to do**

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## Food Science and Management

Choose two or more options.

1. Make sandwiches for a week and freeze (they will thaw by lunchtime).
2. Find three ways your family could eat together on busy days.
3. Observe the food waste in hot lunches at your school.
4. Use good supermarket manners (i.e., return unneeded food to its proper place; be considerate of other shoppers, return shopping cart).

**Plan to do**

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## Food Science and Management (continued)

5. Test two salad recipes and add to your "favorite recipe" file.
6. Conduct an experiment showing how temperature affects the action of yeast. Discuss.
7. \_\_\_\_\_

**Plan to do**

**Date completed**

**Approved by**

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## Nutrition/Health

Choose two or more options.

1. Study dental decay and its relationship to food choices. Report your findings.
2. Find your resting heart rate, exercise, and record your heart rate after 10 minutes and after 20 minutes of exercise.
3. Try three food items you haven't eaten for breakfast before.
4. Walk or jog three times a week.
5. Adjust and prepare a main dish recipe so it contains less fat.
6. Plan and serve a Make-Your-Own Taco Party.
7. \_\_\_\_\_

**Plan to do**

**Date completed**

**Approved by**

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## Consumerism

Choose two or more options.

1. Count the number of fast food restaurant advertisements in a Sunday newspaper.
2. Visit a specialty grocery store or health food store. Purchase something new and sample with your 4-H club.
3. Invite someone from an agricultural commodity group to speak at your 4-H club meeting.
4. Compare the costs of five non-food items at a food store and "quick stop" store.
5. Watch five favorite TV programs and observe the fast food advertisements. Does the viewing audience match the kind of product they are selling?

**Plan to do**

**Date completed**

**Approved by**

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### Completion—Phase 5

\_\_\_\_\_ has completed all requirements for Step 5 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 6



## Individual Development

Choose number 1 and one or more other options.

1. Select two or more individual options from the back page. Write them below.

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2. Volunteer to work at a 4-H food booth, concession stand or community benefit dinner.
3. Pack a special birthday lunch for a good friend to help him or her celebrate.
4. List five prejudices you have about foods and describe why you feel this way.
5. Make puppets and write a script about nutrition to present to younger children.
6. \_\_\_\_\_

**Plan to do**

**Date completed**

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## Food Preparation and Safety

Choose two or more options.

1. Prepare a meal based on a protein food traditionally eaten in another country.
2. Prepare a main dish salad using seafood.
3. Test an international yeast bread recipe.
4. Describe the functions of each ingredient in a baked product.
5. Compare the cost, quality, and time it takes to prepare potatoes a variety of ways (i.e., hash browns from fresh, frozen, and dried potatoes).
6. Prepare a vegetable using an ethnic recipe.
7. Record 3 good and 3 bad food safety practices noted while watching a cooking show.

**Plan to do**

**Date completed**

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## Food Science and Management

Choose two or more options.

1. Prepare an emergency meal without using electricity.
2. Prepare a salad using two new greens.
3. Plan party foods that can be prepared in advance.
4. Test two ethnic recipes and add to your "favorite recipe" file.

**Plan to do**

**Date completed**

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**Food Science and Management (continued)**

5. Talk with someone who does catering from his or her home.
6. Explain the statement: "When you buy convenient, Ready-to-eat foods you are buying time."
7. Evaluate how yeast fermentation affects the size, texture and tenderness of bread.

**Plan to do**

**Date completed**

**Approved by**




**Nutrition/Health**

Choose two or more options

1. Reorganize (with permission) a designated storage area such as mix center, pantry, dish or pan storage.
2. Compare a diabetic dessert to a similar recipe.
3. Explain the typical foods found in each food group for different cultures.
4. Keep a person diet record for 3 days. Analyze for nutrient content.
5. Learn to find your heart rate. Take your pulse and find out your heart rate after 20 minutes of exercise. compare how two different exercises affect your heart rate.
6. Observe three or more food advertisements that promise to cure or prevent health problems.
7. \_\_\_\_\_

**Plan to do**

**Date completed**

**Approved by**




**Consumerism**

Choose two or more options.

1. Learn how to make a consumer complaint effectively.
2. Shop at a roadside fruit and vegetable market or visit a Farmer's Market. Compare the prices, varieties, flavor, and ripeness to those in produce from a supermarket
3. Compare cost and preparation time of a frozen meal from the grocery store and a similar one your prepare at home.
4. Compare the cost of purchased whole wheat bread and the same food prepared at home.
5. Clip out four ads for diets. Rate from best to worst. Tell why.

**Plan to do**

**Date completed**

**Approved by**




**Completion—Phase 6**

\_\_\_\_\_ has completed all requirements for Step 6 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 7



## Individual Development

**Plan to do**

**Date completed**

**Approved by**

Choose number 1 and one or more other options.

1. Choose two individual options from the back page. Write them below.

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2. Volunteer to help at a food bank or Farmer's Market stand or community benefit dinner.
3. Find out about a career in foods or nutrition.
4. Study the value of nutrition labeling on food products.
5. Try food photography for use in your 4-H records or otherwise.

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## Food Preparation and Safety

**Plan to do**

**Date completed**

**Approved by**

Choose two or more options.

1. Make frozen yogurt. Make a chart showing the nutrients in frozen yogurt.
2. Try some recipes for low-fat food gifts.
3. Prepare fresh fish for a family meal in two different ways.
4. Demonstrate how and when to use a meat thermometer.
5. Invent a sandwich that has a food from each of the following groups: meat, poultry, fish, eggs, vegetables, milk/cheese, fruit, and bread. Name your sandwich.
6. Describe food safety issues to put into practice when serving a large dinner party or an open house running for a few hours.

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## Food Science and Management

**Plan to do**

**Date completed**

**Approved by**

Choose two or more options.

1. Make hot spiced cider in a crock pot or percolator.
2. Prepare three menus for company meals that are attractive, inexpensive, an easy to prepare.

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**Food Science and Management (continued)**

3. Plan five summer picnics, each with a theme that features a different bread product. Here's a few combinations to get you thinking!

- Southern Fish Fry.....Hush Puppies
- Cracked Crab Lunch.....Sourdough Bread
- Indian Summer Brunch.....Blueberry Muffins
- Middle East Picnic.....Pita (Pocket) Bread

4. Describe the symptoms of food poisoning.  
 5. Conduct an experiment comparing all purpose flour to cake flour.

**Plan to do**      **Date completed**      **Approved by**

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**Nutrition/Health**

Choose two or more options.

1. Discuss the role of dairy foods in the diet and the nutritive contribution of cheese. Also discuss sodium and fat content of different cheeses.
2. Exercise with young children.
3. Maintain a regular exercise program for a month. Keep a record of what you do.
4. Make a list of foods that contain caffeine.
5. Sugared drinks attract and hold water in the intestines. Caffeine increases fluid loss and possible dehydration. Make a poster that shows how these facts can affect athletes.

**Plan to do**      **Date completed**      **Approved by**

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**Consumerism**

Choose two or more options.

1. Prepare a shopping list for five items and compare prices at a food store and a "quick" shop store.
2. Discuss unit pricing for generic, in-store, and major brands of a product.
3. Do the grocery shopping for your family at least three times.
4. Use your own herbs and spices to create a seasoning salt for meats.

**Plan to do**      **Date completed**      **Approved by**

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**Completion—Phase 7**

\_\_\_\_\_ has completed all requirements for Step 7 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 8



## Individual Development

Choose number 1 and one or more other options.

1. Choose two individual options from the back page. Write them below.

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2. Offer to help at an educational health program or event sponsored by a commodity group.
3. Interview the person responsible for the fitness program in a company that has fitness facilities or provides an incentive for employee fitness.
4. Explore the concept of mealtime as a celebration.
5. Volunteer to help serve at a nutrition site.

**Plan to do**

**Date completed**

**Approved by**

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## Food Preparation and Safety

Choose two or more options.

1. Make pasta from "scratch."
2. Try preparing a dinner using a fire pit for a camp-out.
3. Make a meal using only the leftovers in the refrigerator.
4. Make a gluten ball and tell what it is.
5. Compare pie crusts that use lard, shortening, or oil.
6. Describe food safety practices to utilize when handling chicken or other poultry products.

**Plan to do**

**Date completed**

**Approved by**

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## Food Science and Management

Choose two or more options.

1. Identify perishable foods that could cause food poisoning if improperly handled.
2. Use a convection oven to bake a product.
3. Clean the refrigerator before adding new groceries.
4. Help an adult friend serve a large dinner party.

**Plan to do**

**Date completed**

**Approved by**

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**Food Science and Management (continued)**

5. Plan and purchase food items to have on hand for dinner for your brother, sister, or special friend.
6. Test three pasta recipes for your favorite recipe file.
7. Perform a viscometer experiment evaluating the thickness of various foods which can be useful in relationship to pie fillings.

Plan to do	Date completed	Approved by
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**Nutrition/Health**

Choose two or more options.

1. Prepare brown rice for a meal.
2. Plan a high protein meal without using meat.
3. Compare the cholesterol content of fish, beef, and chicken.
4. Compare the vitamin B complex of fish, beef, and chicken.
5. Help plan a complete menu for a person with special needs (i.e., a pregnant woman, an infant, a shut-in).
6. Make an educational display showing the main protein foods for various countries (i.e., China, Russia, Mexico, India, Israel, Nigeria, Chile).

Plan to do	Date completed	Approved by
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**Consumerism**

Choose two or more options.

1. Talk with a manager of a grocery store about buying patterns.
2. Make a consumer complaint about an inferior product.
3. Compare homemade pies to purchased pies as it relates to quality, cost and time.
4. Talk about why certain advertisements make you feel like buying a specific product.
5. After one of your big grocery shopping trips add the amount of money you spent on non-food items. What percent of the total shopping dollar did you spend on these items?

Plan to do	Date completed	Approved by
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**Completion—Phase 8**

\_\_\_\_\_ has completed all requirements for Step 8 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Phase 9



## Individual Development

Choose number 1 and one or more other options.

1. Select two individual options from the back page.

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2. Enter a baking or cooking contest with a recipe you have developed.
3. Volunteer to help a family friend with a holiday open house.
4. Visit a hospital food service manager and learn about careers and opportunities in foods and nutrition.
5. Plan a field trip for your group to a local producer or processor, such as a local family farm, dairy farm, orchard, grain farmer, local garden, grist mill, or local bakery.
6. Volunteer to help prepare and serve a meal at a day care center. Observe their menu and preparation.
7. \_\_\_\_\_

**Plan to do**

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**Date completed**

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**Approved by**

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## Food Preparation and Safety

Choose two or more options.

1. Prepare meat using a variety of cooking methods. Compare the difference in tenderness.
2. Prepare three meals typical of other countries.
3. Explore how herbs are used as seasonings and how they can be used to replace salt in cooking.
4. Make a gift basket for a special occasion using foods you have made.
5. Make a yeast bread using alternative grain products.
6. Research diseases which can occur as a result of poor food handling practices and share with club.

**Plan to do**

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**Date completed**

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**Approved by**

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## Food Science and Management

Choose two or more options.

1. Explain how a recipe is developed.
2. Plan a menu for two days for someone on a limited income.

**Plan to do**

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**Date completed**

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**Approved by**

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**Food Science and Management (continued)**

3. Plan and purchase food items to have on hand for nutritionally balanced emergency meals. Store recipe and menus with each.
4. Visit a test kitchen.
5. Make an emergency kit to keep in the kitchen in case of accidents.
6. Prepare a main dish using a slow cooker.
7. Conduct a food science experiment and share results with club members.

Plan to do	Date completed	Approved by
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**Nutrition/Health**

Choose two or more options.

1. Take a fitness test graded for your age. How did you rate?
2. Compare two weight loss diet plans for nutritional balance. Report to your club or health class.
3. Explain the difference between direct and indirect food additives.
4. Learn the difference in aerobic and anaerobic exercise. What are the advantages and disadvantages of each?
5. Volunteer to help at a local health fair.
6. Prepare a dish for an alternative diet, gluten free, sugar free, etc.

Plan to do	Date completed	Approved by
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**Consumerism**

Choose two or more options.

1. Visit with a state senator or representative about bills related to food or agriculture being considered.
2. Write a letter to a representative or a senator about legislation on food and nutrition.
3. Follow a bill related to food, nutrition, or health through the legislative process.
4. Find out about "carbonated milk" products and share your information with someone who might be interested.
5. Learn about sugar substitutes and share your findings with your club.

Plan to do	Date completed	Approved by
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**Completion—Phase 9**

\_\_\_\_\_ has completed all requirements for Step 9 of the 4-H Food/Nutrition Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Individual Development Options



## Show What You Have Learned

1. Exhibit a food and nutrition related item at the 4-H Fair.
2. Participate in a club or county Foods/Nutrition event or activity.
3. Participate in the county 4-H Foods/Nutrition Judging Contest.
4. Help another member learn a new skill.
5. Develop an educational poster or display related to your Foods/Nutrition project.
6. Serve as a host or hostess for a 4-H meeting. See that everyone is welcomed and made to feel comfortable.
7. Write a news story about your 4-H activities for a local paper.
8. Participate in a radio or television program by telling or showing something you are learning in 4-H.
9. Give a presentation (demonstration or talk) to your 4-H club.
10. Give a presentation (demonstration or talk) about your 4-H activities to a group other than your 4-H club.
11. Submit your records for judging competition at county level.

## Contribute to Your Group

1. Lead the Pledge of Allegiance of the 4-H Pledge at a 4-H meeting.
2. Lead singing or recreation at a 4-H meeting.
3. Serve as an officer of your 4-H club.
4. Serve as a chairperson of a 4-H club committee.
5. Suggest a roll call topic related to a project.
6. Attend 4-H camp or summer conference.
7. Apply for a County Medal or Special 4-H Award.
8. Volunteer as a clerk at County Fair or State Fair.
9. Serve on an Advisory Board.
10. Plan a club trip or tour.
11. Invite a guest speaker to your club meeting.

## Help Others

1. Donate food to the needy.
2. Participate in a Canned Food Drive
3. Volunteer at a Benefit Dinner or dinner for the needy.
4. Make a Food Basket for someone using your cooking skills.
5. Plant a vegetable garden and share your produce.
6. Participate in a community service project.
7. Participate in a run/walk event to support a cause.
8. Help deliver or pack up food for shut ins in your community.
9. Design a fundraising event for a community need.
10. Organize a food drive for your school, church or community center.