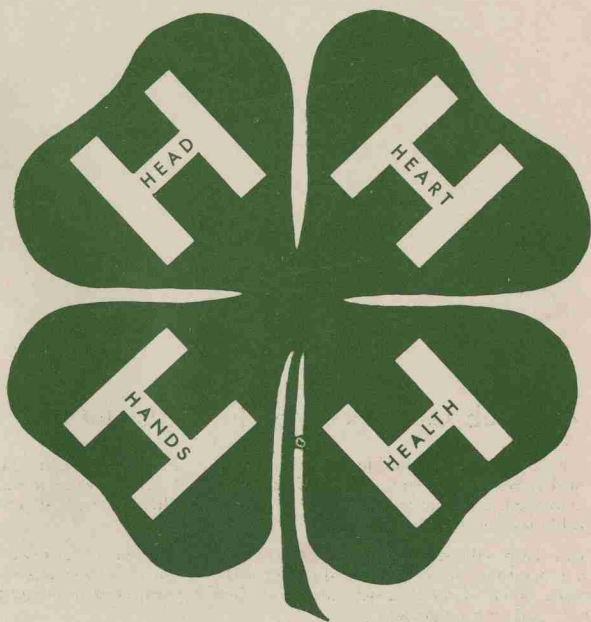



Foods-Nutrition



4-H Club Leader's Guide



4-H Club Leader's Guide In Foods-Nutrition

As the Foods and Nutrition leader, you will be guiding 4-H Club members in your community. Because of your interest in the boys and girls, they are going to depend on you to help them in many ways. An understanding of their individual problems will make it possible for you to offer more help.

Your leadership will be most effective if you can guide them to the discovery of the best ways to attack their problems, in and out of 4-H. Try to inform yourself so you can interpret instructional material, assist members in locating project materials and give them moral support and encouragement.

Boys and girls of all ages need experiences that will give them a sense of belonging, achieving, becoming independent and finding new adventures and friends. You become a part of their process of growing up by providing learning experiences for the members you are working with. To assist you, the 4-H Manual and Record Books have been prepared for three developmental age levels: Pre-Teens (ages 9-12), Early Teens (12-14), and Senior Teens (14 and above).

Objectives

The objectives of the 4-H Foods and Nutrition project are to—

—Develop an enjoyment of foods and nutrition.

—Develop an understanding of how foods and nutrition help the individual become the person he wants to be.

—Build healthier bodies through the practice of good nutrition.

—Develop skill in food preparation.

—Learn to plan delicious, nutritious and attractive meals and snacks and to serve them graciously.

—Increase awareness of the “big picture” in the world of food and nutrition.

Special emphasis, throughout the project, will be placed on—

—Improving the nutrition of teenagers, with stress on sound dietary habits.

—Controlling weight by eating properly and following medically sound practices.

—Combating misinformation about food and nutrition.

—Understanding the scientific reasoning behind food preparation techniques.

—Careers in the world of food.

As a 4-H Foods-Nutrition leader, you will work with club members enrolled in this project. Your chief responsibility will be to supervise the club members while they are completing the project. It will be completed when the requirements listed in the manual and record book have been met.

Keep the boys and girls interested in their project work. Your interest will result in the satisfaction that comes in seeing any task well done. One of the greatest rewards you will receive lies in knowing you have helped them become better citizens. This will, in turn, help your community to be a better place in which to live today and tomorrow.

As a leader-trainer, you will be helping in the development of 4-H Club junior leaders. Try to inspire self-confidence in each member and help him to recognize his own abilities.

This guide is written to help you discover ideas for developing the Foods-Nutrition project, but you should use it only as a general guide.

The 4-H Foods-Nutrition Project: A Key To Health and Fitness

Health and Fitness

Good nutrition is the first step toward good health, fitness and a pleasing personality. Before you can inspire good nutrition, you must understand and recognize the principles of nutrition.

Remember that this project is designed to give the club member information and guidance in establishing and maintaining good nutritional habits.

Whether the member is planning a family meal or an informal meal for a group of friends, this information will be of value. It teaches the value of various foods in the diet as well as the proper selection of foods.

Careers

You will want to guide your club members as they explore job opportunities in foods

and nutrition. Serious participation in this program could lead to a satisfying career. There are many food-related job opportunities in manufacturing, marketing, processing, research, teaching, sales, public relations, journalism, radio and television. All these and many more have an ever-growing need for young men and women with knowledge of foods and nutrition.

For example, those trained in foods and nutrition are employed by public health departments, welfare departments, agricultural Extension services, magazine and newspaper companies, radio and television stations, school lunch programs, industries, utility companies, research laboratories, foreign health programs, and colleges and universities.

Awards For Foods-Nutrition Projects

Awards are offered to encourage greater effort by club members.

Certificates are awarded to the county, district and State winners in the Foods-Nutrition Project.

Four medals are provided in a county for the best four individual records in Foods-Nutrition Projects.

A trip to the National 4-H Congress in Chicago, Ill., is awarded the State winner in Foods-Nutrition. (For more information, see

annual State and National 4-H Awards Program Handbook.)

Awards are given in certain Foods-Nutrition activities, such as:

- Dairy Foods Demonstration Program
- Fruit-Vegetable Use Demonstration Program
- Jr. Enriched Corn Meal Activity.
- Bread and Cereal Activity.

Your Home Economics Agent can supply you with more detailed information.

Look To Your Community For Assistance

There are a number of people in and around most communities who can help you and your members with project work and ideas. Older 4-H'ers, for example, can do much to lend encouragement to your members, as can the members' parents.

Local industries frequently have people who can talk with your group and in some areas there are dairy council and power company home economists, real "pros" in the foods and nutrition business, who can meet with your group.

Don't forget the most obvious people—Extension agents, health department specialists, and your high school home economics teachers. These folks are loaded with information and are usually willing to share it with groups like yours.

For reference resources, you can't beat your local librarian. In a few minutes, she can find a number of books which will provide you with dozens of ideas for programs. And don't forget your state 4-H headquarters. They get letters asking for help from people like you every day, so don't be shy.

A Word About Teaching Methods

They call you a project leader, but what you are really going to be doing is teaching—teaching boys and girls how to live better by eating properly and following the rules of good nutrition.

If there is any "secret" to teaching, it's in knowing how to present information in such a way that the boys and girls will remember it. Teaching methods, then, are nothing more than ways of presenting facts or of getting others to learn.

There are many ways to teach. It does not always mean standing up before a group and giving a demonstration. Much of your teaching will be done on an individual basis.

The following methods of presenting information to the boys and girls have been used over a period of years and have been found to be very effective. The reason they are effective is that they provide a mental "hook" for the boys and girls to hang their

new facts on. As you read about the methods, think about the "hook" each provides.

Tours allow your members to see not only the subject matter, but a number of things associated with the product. For example, on a tour of a dairy farm, the boys and girls see not only the milk and the cows, but the milking machines, the silos, the feed conveyors, the manure spreaders and the fields where the feed is grown as well.

Other tours suggested for the Foods and Nutrition project are trips to grocery stores or super markets, restaurants, flour or corn mills, bakeries, experiment stations or exchange visits with other clubs.

Discussions allow everyone to get into the act. Each member has the chance to develop his own ideas from what others have said and then stand up and be ready to defend his ideas.

Discussions can be started with debates, creative thinking ("What would happen if . . ."), skits and reports of committee work.

Illustrated lectures usually hold the attention of most groups. An interesting speaker with some pictures or pieces of equipment can give your group a lot of information in a short time. For example, a scout leader could talk on "Foods for Camp," illustrating his talk by showing pictures of campsites and letting the members look at the utensils commonly used in camp cooking.

Other suggestions you might use would be to invite one of the local ministers to talk on "Food Around the World." Perhaps you could get your school lunchroom supervisor or the home economics teacher to talk on "School Lunch Programs."

A *demonstration* or simple "show how" is required to complete the Foods-Nutrition project. Beginners may demonstrate only for their families. As they take on more advanced projects, they will give demonstrations at club meetings, county councils, schools, churches and civic clubs.

In preparing a demonstration, the member learns his subject thoroughly and also learns to think in terms of what others will see and learn from his demonstration. He also begins to master the art of public speaking.

You will want to check into the Dairy Foods Demonstration Program and the Fruits-Vegetables Use program.

Exhibits are an important part of 4-H work and you will be called on occasionally to help members plan for exhibits.

Judging helps 4-H'ers recognize standards of quality and gives them experience in making choices which they can support with good reasons.

For judging to be effective, standards must be established. The members must know what a "blue ribbon" cake looks and tastes like, or what makes a good biscuit, sandwich, salad, etc. Many of these standards are described in cook books.

The best way to teach these standards is to show your members a good biscuit, salad or whatever it is that is being judged. Tell them as well as show them the good and bad points, then let them tell and show you. Make

them support their statements and always give them a good example to make comparisons from.

Use the standard score card to help the boys and girls evaluate their own work. This same score card is used in county, district and state contests. Other types of score cards can be found in the State Fair Catalog.

Visits to members' homes, while not directly a teaching method, is an important part of the leader's job. There are two main purposes in the home visits—to give information and to gain information.

In the first case, you give the member's parents an opportunity to meet you. You can enlist their aid in making the member's project a success, and perhaps motivate them to participate in 4-H work. While there, you can counsel briefly with the member and help him with a project or with record-keeping problems.

In the second case, you get an opportunity to learn something about the member and his life that might not be obvious away from home. The home visit may reveal ways to reach members who seem to need special attention.

But the most important thing about the home visit is that it lets both the member and his parents know that you are genuinely interested in him, his work and his general welfare. You become, in this way, something more than just another name the parents hear mentioned occasionally, and members and parents alike appreciate these visits.

Idea Guides (outline for a lesson) are prepared to assist you in teaching Foods-Nutrition subjects. They are available in the following subject-matter areas.

1. Nutrition
2. Meal Planning
3. Food Preparation
4. Food Service
5. Management
6. Courtesy and family cooperation
7. Food Selection & buying
8. Care & Use of equipment
9. Safety and
10. Sanitation.

The lists of Idea Guides for the three age groups are listed below. Numbers shown in parentheses refer to the list of subject areas above.

One word of caution—try to select subjects which will suit the ages and abilities of your group. Try not to involve younger children in subjects too advanced for them and don't let the older ones get bored with those that are too simple.

Idea Guides Available For Pre-Teens

1. Food Makes a Difference
2. Science Reasons in Cooking
3. Planning Meals and Parties
4. Eat a Good Breakfast
5. Show and Tell How
6. It's Always Breakfast Time Somewhere
7. Let's Make a Recipe File
8. The N. C. Jr. Enriched Corn Meal Muffin Activity.

Idea Guides Available For Early-Teens

1. Project Planning (4,5)
2. Good Food Habits
3. Making a Buddy Burner Workshop
4. Do We Outgrow Our Need For Milk?
5. Vitamin C
6. Cooking Whys
7. Three Meals That Measure Up
8. Table Manners Drill
9. The Demonstration Program
 - a. Demonstration on Milk and Milk Products
 - b. Demonstration on Fruits and Vegetables.

Idea Guides Available for Senior-teens

Senior-teens' topics should be geared to problems they will meet in their adult careers.

Changes in food technology will be rapid during the coming decade. To evaluate the new practices, these young men and women should be equipped to understand *why* things are done rather than just *how* to do them.

1. Project Planning (6,7,8)
2. Food Diets
3. Vitamin A
4. Food Fun at Home and Away
5. Foreign Foods
6. Food Nutrition Careers

7. Seventeen Supermarket Tour Guide
8. Demonstrations (6,7,8)
 - A. Bread and Cereals
 - B. Eggs in Meal Planning
 - C. Meats
 - D. Sandwiches that Satisfy
 - E. Yeast Breads and Rolls
 - F. Cakes
 - G. Pies

Exhibit Ideas

Club members are required to make individual exhibits early in their club experience. Setting up an exhibit or two is a worthwhile activity for your club. The exhibits can be used to advertise your club and to present educational material to the public.

Topics for Exhibits

Food Makes a Difference
Science Reasons in Cooking
Packed Lunch
Eat a Good Breakfast
Enriched Corn Muffins
Good Food Habits
Drink Milk!
Snack Right!
A World of Vitamin C
Fruit in Your Diet
Vegetables For Good Living
Food Fads

New educational material is frequently issued from a number of sources. You will want to keep in touch with your home economics agent so you can take advantage of new materials as soon as they arrive.

Summary

Remember that the foods and nutrition information you will give to your boys and girls will help them form sound dietary habits which will follow them through life. Remember, too, that there are many people to whom you can turn for help, and that your efforts in building better citizens for better communities will not go unnoticed nor unrewarded.

When you work with boys and girls, give them your best efforts and they will match their efforts to your own. It's a challenge you will enjoy.

Good luck!

Sample Foods-Nutrition Project Report

(Fill out and submit to the community 4-H leader)
(Include both project and activities)

Community _____ County _____

Name of Community 4-H Club _____

Number of Leader Training Schools attended _____

Number of 4-H'ers enrolled:

Boys _____

Girls _____

Total _____

List Workshops held for your members:

1. _____

2. _____

3. _____

Name the Tours taken:

1. _____

2. _____

3. _____

Number of other meetings held: _____

Number of home visits: _____

Number helped with programs: _____

Number of record books collected and checked: _____

Please answer the following questions and attach to this form:

1. List the major activities of your group.
2. What were the major individual activities? (Example—3 entered Dairy Food Contest; 2 in Corn Meal program.)
3. How did your group work with other groups in this program? (Example—Exhibit at Fair.)
4. What teaching methods have you found particularly effective?
5. What important results were achieved in this program?
6. What has helped you most? (Example—Ideas from other leaders.)
7. What help do you need to make you a better leader?

Date _____ Signature _____

Address _____

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