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Oregon 4-H Foods and Nutrition Leader Guide



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Acknowledgements

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Oregon 4-H Foods and Nutrition Leaders Guide



Welcome and Thank YOU!

Welcome to the amazing experience of volunteer leadership! You have taken on one of the most challenging yet rewarding roles – that of guiding and mentoring youth in their journey of discovering the joy of cooking and the power of self-confidence.

Youth are eager to make something they can eat. Youth are also eager to please. As a mentor and guide, you will model the methods utilized in the kitchen for proper food safety, food preparation, and food etiquette. Pay attention to your own habits and demonstrate the techniques offered in the curriculum. You will also model and create the environment for safe trial and error, creative exploration, and the importance of compliments and encouraging words. Provide positive feedback to all of your members and help them feel pride in their accomplishments.

4-H Philosophy

In our focus on Foods and Nutrition, our goals are for young people to gain skills, knowledge and competency in food preparation, food safety, food selection, and food science.

An important 4-H goal is to teach life skills. For example, in club or group settings, youth learn to take responsibility for their actions, to cooperate with others, and to communicate ideas or thoughts in front of a group. The foods and nutrition project is designed to provide opportunities for youth to: develop decision-making, manage resources, become better consumers, express creativity, acquire knowledge, build social skills, and gain sense of accomplishment.

4-H teaches these skills to members through using a child-centered approach where means members are allowed to participate in their own learning. Youth set their own goals, measure their progress, and evaluate their results. As a mentor, using a child-centered approach involves giving members choices in activities and experiences. You may want to limit the number of options you provide for members, however, youth are more likely to be motivated to do a task if it is one they have chosen for themselves.

Setting the stage for Positive Outcomes

Will your work with youth mean they will have a positive experience and be impacted in a meaningful way? Based on research, it is far more likely that youth will have a positive experience if we are very intentional in how we design our activities. Please refer to the Positive Youth Development segment in the 4-H Cooking Helper's Guide for guidance on this area.

Curricula to Use

As a volunteer we appreciate and acknowledge your commitment to our youth. The selected curricula were chosen to best meet the needs of volunteers. The curricula being utilized to support the Oregon 4-H Foods and Nutrition project area is a combination of the *4-H Cooking Series*, developed by University of Illinois Extension Service and the *4-H Baking Series*, developed by North Dakota State University Extension Service. The two publication series complement each other and should be used in tandem:

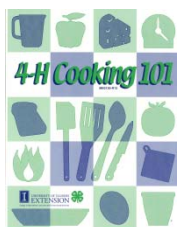
- **Cooking 101** and **Baking 1** for first year beginning level members
- **Cooking 201** and **Baking 2** for second and third year beginning level members
- **Cooking 301** and **Baking 3** for expanding level members
- **Cooking 401** and **Baking 4** for advanced level members

There are enough learning activities and recipes offered at each level (**Cooking 201** and **Baking 2** would be considered a level) to spend one, two, or three years before moving on to the next level. What follows is a brief description of each of the curricula materials.

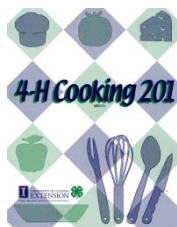
Member Materials

Cooking

The *4-H Cooking Series* includes four levels of project manuals. The manuals provide content information, food science experiments, and a variety of classic recipes that are youth-tested and youth friendly.



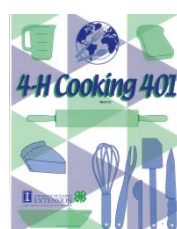
Cooking 101 is designed for first year and beginning level members. Members will learn kitchen and food safety, basic food preparation and nutrition, and basic food science. The curriculum includes experiments, such as testing to determine which dishes are microwave-safe, as well as recipes, equipment information and a glossary. (Illinois Publication ME0120-R12) – Price: \$2.00



Cooking 201 is designed for beginning level members, building on the skills acquired in **Cooking 101**. The curriculum provides information about the science behind food preparation, the nutritional contribution of each food group and some basic information about preparing foods from each of the food groups. Topics include food safety, fire safety in the kitchen, nutrition labels, experiments with rice and bacon, meal planning and recipes. (Illinois Publication ME0121) – Price: \$2.75



Cooking 301 is designed for intermediate level members, building on the skills acquired in **Cooking 101** and **Cooking 201**. The curriculum provides in-depth exploration of outdoor cooking on a charcoal or gas grill, party planning, cooking with slow cookers, and making yeast breads and shortened cakes. There is background information to help explain the science behind food preparation, including experiments about flour, yeast, butter and cheese. (Illinois Publication ME0122) – Price: \$2.75

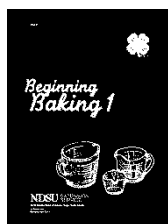


Cooking 401 is designed for advanced level members, building on the skills acquired in the previous three levels. The curriculum provides an in- depth exploration of preparing ethnic foods; cooking with herbs and spices; planning celebration meals; preparing meats by roasting, braising, and stewing; cooking dry beans; and making pastry, foam cakes, and desserts made with milk. (Illinois Publication ME0123) – Price: \$2.75

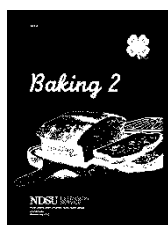
Baking

Designed for the 4-H baking member wishing to develop skills necessary to produce a wide variety of baked products, developing skills in measuring, mixing, and learning the importance of bread in the diet, about ingredients and how they affect the finished project, and how to make various pastries.

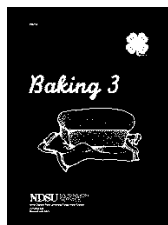
Understanding criteria for what makes a quality baked product is explored as well as tips for improving skills in making baked goods.



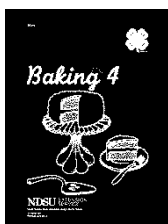
Baking 1 is designed to help first-year baking members learn baking basics – nutrition, measuring, baking terms, and kitchen safety. Curriculum is organized to cover one topic or food at each club meeting. Youth will learn the basics of baking by making quick breads and cookies. They will also learn to judge the quality of each food product. (North Dakota Publication EC111) – Price: On-line download



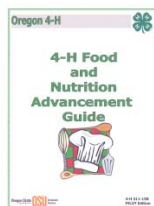
Baking 2 is designed to build upon basic concepts learned in Baking 1. Youth will learn how to make more advanced types of quick breads and cookies, but also review basic measuring techniques and baking terms, and demonstrate the proper way to use baking equipment and utensils when making the recipes in curriculum. They will continue to learn standards of quality for the products they are making. (North Dakota Publication EC112) – Price: On-line download



Baking 3 is an introduction to yeast breads. It is very different from Baking 1 and Baking 2, teaching different techniques. Curriculum is organized so one subject can be covered at each meeting. Youth will learn about how ingredients affect the finished product, how to identify the characteristics of high quality breads, and related bread making science experiments. (North Dakota Publication EC113) – Price: On-line download



Baking 4 is focused on the science of making good cakes and making good pastry. Understanding the way in which ingredients, temperature, mixing, and baking all influence the outcome of these baked products is covered in this curriculum. (North Dakota Publication EC114) – Price: On-line download



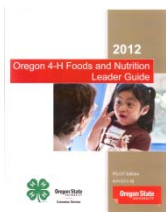
4-H Advancement Guide – is a series of activities to support the learning experiences with activities offered across five learning areas: individual development, food preparation and food safety, science and management, nutrition and health, and consumerism. The guide can assess skills and knowledge gained by members for both recognition and to determine if they are ready to move to a new level. (Oregon Publication) – Price: On-line download



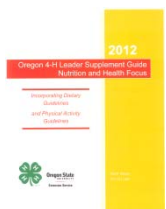
4-H Food and Nutrition Records – forms used to record learning, skills, activities, and growth in project. There are two record forms, one for **Junior Members** (4-6th grade) and one for **Intermediate and Senior Members** Oregon Publication) – Price: On-line download

Leader Materials

The following pieces have been created or are being utilized to support leaders in leading foods clubs.



Oregon 4-H Foods and Nutrition Leaders Guide – is to assist adult and older youth volunteers in leading 4-H clubs or groups. The guide reviews all of the curricula and presents ideas for incorporating both the Cooking and the Baking series into 4-H meeting structures. Guidance is given on how to conduct and get organized for successful group meetings. Detailed information is also provided on preparing for county fair foods exhibits and foods contests. (Oregon Publication) – Price: On-line download



Oregon 4-H Leader Supplement Guide Nutrition and Health Focus: Incorporating Dietary and Physical Activity Guidelines – is designed to assist adult and older youth volunteers in understanding and incorporating dietary and physical activity guidelines within 4-H clubs or groups. MyPlate is the showcase for helping to bring the dietary guidelines into practice. Sample activities for having fun with learning MyPlate and getting members more physical activity are included. (Oregon Publication) – Price: On-line download



Helper's Guide is designed to assist volunteers in utilizing the cooking series in working with youth people and getting started with a 4-H club or group. The guide covers important fundamental topics on working with youth such as: positive youth development, understanding and working with youth, and experiential learning. A section on best practices for a 4-H cooking club, a list of learning objectives for each of the cooking levels, and suggested learning activities provides the leaders with some direction and guide for how to use the cooking series. (Illinois Publication ME0124) – Price: \$2.00

Support Materials

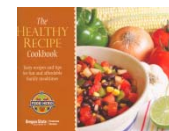
A number of other pieces and suggested websites have been created or chosen to round out the curricula and provide leader support for the 4-H Foods and Nutrition Project including:



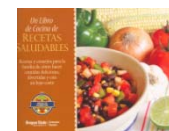
Oregon 4-H Science Rich Handbook Series: Focus on Foods Project – is to assist adult and older youth volunteers in integrating science inquiry within 4-H clubs or groups. The handbook gives information on what is science, how to build it into our projects, and gives activities to use with members. (Oregon Publication) – Price: On-line download



Altering Recipes for Good Health is designed to provide assistance in modifying and revising recipes to meet desired health needs or outcomes. Information on detecting fat, sugar, fiber and salt in recipes is given as well as tips on removing or substituting these items in recipes. There are also helpful resources. (Texas Publication) – Price: On-line download



The Healthy Recipe Cookbook – Tasty recipes and tips for fun and affordable family mealtimes (Oregon Publication – Food Hero, 2010) – Price: \$1.00



Un Libro de Cocina De Recetas Saludables – Recetas y consejos para la familia de como hacer comidas deliciosas, divertidas y con un bajo costo (Oregon Publication – Food Hero, 2010) – Price: \$1.00

Website Materials

- **Food Hero Website**– this website provides a great array of healthy recipes, tips for eating and preparing healthy food, and additional meal planning information. Created by the OSU Extension Service. Available at: www.foodhero.org
- **MyPlate Website** – this website provide numerous resources to help teach young people about selecting and eating a healthy diet. Available at: www.choosemyplate.gov
- **Eat Smart, Play Hard** – this website promotes the USDA's Food and Nutrition Service (FNS), Eat Smart, Play Hard™ campaign teaching young people about selecting a healthy diet and being physically active. Available at: www.teamnutrition.usda.gov/Resources/eatsmartmaterials.html
- **Physical Activity for Life** – this website promotes physical activity. A specific resource on this website is a Balanced Energy – Physical Activity Toolkit. This toolkit was designed to integrate physical activity and nutritional concepts. Available at: <http://extension.oregonstate.edu/physicalactivity/BEPA>

How to use the Curricula - Putting it into Practice

So how do you use all of the great curriculum, support materials, and website resources? Here are some suggestions for putting the curricula into practice with your club or group.

Suggestion 1. Follow the “Beginner 4-H Cooking Project Suggested Learning Activities” as described in 4-H Cooking Helper’s Guide. This sample layout is for a six-week beginner project club or group, ending with a culminating event as the seventh session. This sample layout can be used the second year with your group as well by changing out recipes and adding other activities. The four segments in 4-H Baking 1 series on making biscuits, muffins, pancakes and cookies can be incorporated into the sessions covered in the six-week layout or can be additional stand-alone sessions where additional emphasis is placed on understanding the standards of quality for the baked product and evaluating the baked item on its merits.

Suggestion 2. Use the “4-H Club Meeting Planning Form” to plan your next meeting.

Most 4-H foods club meetings probably meet for about 90 minutes. Determine some of the skills you want members to gain and foods you want to practice preparing. Then let the materials help you fill in the recipes, activities, and concepts to teach or facilitate. A sample template, focusing on Fruits, is included in the Appendix as is a blank form. Categories on the template include:

- Meeting focus
- Roll call
- Nutrition message
- Recipe
- Food supplies and equipment
- Food equipment Skills
- Food preparation skills
- Science idea
- Physical activity idea
- Consumerism idea
- Individual development idea
- Product evaluation
- Take Home Message

Getting Organized for your Club Meetings

You will find that investing some time in planning and preparing before each club meeting will save valuable time and help increase your confidence in facilitating your session. Here is a general checklist to help you prepare.



- **Determine the focus of your meeting and what you want members to learn.**

Become familiar with the recipes you are going to make and the content or skills you want to teach.

Estimate the time it might take your group to conclude all tasks. Try to include the following aspects of successful club meetings at each of your meetings:

- Build in time for members to get reacquainted with each other
- Review goals, expected conduct, and safety aspects
- Build in other aspects of the foods & nutrition project beside food preparation, such as consumerism, management, science, nutrition, healthy living, food safety
- Share important news and updates regarding the county program
- Engage members in discussions, activities, and club decision-making

- **Gather or shop for materials. Managing the costs of food.**

There are different ways to manage the financial aspects of managing a foods club. Choose what works for your club but keep good financial records and submit necessary financial paperwork into the county extension office.

- Charge a cooking lab fee to members for club related food costs
- Raise money as a club for your cooking lab costs
- Have each club member contribute needed food items
- Donate spices or other food items from your pantry to the club
- Have clubs members make decisions about lower cost substitutions
- Pursue samples from companies
- Ask parents or members to contribute through couponing or donating in-kind products

- **Create a comfortable and safe environment.**

Set up your meeting area to maximize interaction and enjoyment of your meeting. Be creative. Make your time together fun...and relevant.

- Acknowledge all ideas and input, even if not used in the end.
- Call on members by name. Get to know things about your members.
- At every chance, ask for volunteers or get participants involved in the meeting.
- Acknowledge positive behaviors frequently
- Encourage group members to share experiences
- Demonstrate respect for participants and their beliefs
- Incorporate current events into your discussion
- If youth appear restless or bored, take a minute or two to do a physical activity
- Ask open ended questions, instead of close-ended questions
- Be enthusiastic and model the behaviors you are seeking
- Have members dish up for themselves so they are determining the amount to try
- Encourage members to explore foods and try new things, but don't force them to eat something. Set the tone for having an adventure with food!

□ **Preparing to cook with members.**

Cooking takes close supervision and support. The size of your club may be determined by the size of your facilities. Consider the height of your members being able to complete the tasks. When cooking with your members, consider these tips:

- Disinfect kitchen with kids before you start
- Get out supplies in advance (except perishable items)
- Only set out the tools and equipment necessary for the tasks
- Use baking trays – equipment on some, food on one, dirty dishes for third tray
- Have copies of recipe that will be prepared
- Divide cooking/baking by steps so each member shares in the food preparation.
- Clean as you go

□ **Engage your members.**

Always remember that what the youth learns from the experience is more important than the quality of the finished food product or activity. Members will gain more from the experience and remember more from what they are learning when they are engaged in the process. For example, when involved in food preparation, members can be engaged through rotating tasks among members, for example:

- Disinfecting kitchen
- Reviewing kitchen & food items before you begin
- Washing and rinsing
- Drying and putting away
- Setting the table
- Serving the food
- Leading the table conversations
- Leading the record keeping section
- Transferring recipe to place in recipe collection

□ **Make the most of the diversity of your members.**

Recognize and celebrate the richness and diversity of the cultures, backgrounds, traditions, and ethnicities represented in your group. Adapt the discussions and activities to reflect the identities of your group. At the same time, be alert to instances where highlighting cultural and ethnic identity may be uncomfortable for the youth. If your group involves members with disabilities, look for ways to provide meaningful engagement in club activities.

- Discuss with the parent(s)/guardian(s) what actions are required to ensure successful integration into club activities
- Clarify support that will be provided by parent/guardian/primary care giver.
- Consider options for adjusting time needed, rest periods, space needed, etc.
- Modify number of steps to complete activity, or other adjustments as needed based on their type of impairment or disability.

□ **Prepare for the unexpected.**

Even the best of plans need to be flexible. A club environment is a time for experimentation and discovery. Do not be rigid in expectations. Adjust to meet the needs of the individuals in group. Be hard in standards of food safety, but soft in expectations of end results. Thoughts:

- Have back up activities to do if tasks are accomplished faster than you think

- Think of things that you can do as a group while you may be waiting for a timer, such as filling out a portion of 4-H records, setting the table, doing some jumping jacks, researching where one of the food products came from.
- Plan for ways to handle information if a parent comes early to get their child.

Alternative Diets and Allergies

In your 4-H club or group, it is important to assess your members' dietary needs so that your cooking and food preparation activities can be sensitive to these special needs. Utilize information provided on the 4-H health form and/or conduct a family interview to make sure all food allergies and special dietary needs are known and recorded. A resource for helping with these needs that can be downloaded on the OSU Extension website is "Altering Recipes for Good Health".

Recording Growth

4-H Records

4-H Records help members track learning, growth, costs, and accomplishment of goals. Record keeping also provides members the opportunity to gain skills in expressing their thoughts, following directions, summarizing ideas, and financial recordkeeping. 4-H Foods records allow members to track meals or food items prepared and evaluate the results of the products. There is also a place to record foods related skills, such as consumerism, nutrition and health, science and management, and also food equipment and safety. 4-H Records are a sure way to prepare members for the workforce as well as a way to evaluate the past year. Depending on the situation, records may also provide a way to receive special recognition.

4-H Advancement Guide

The purpose of 4-H Advancements is two-fold: 1) to assess member skills and knowledge before moving on to the next level and 2) to recognize members' competencies in these areas. In order to get credit for completing an advancement option, members must demonstrate their knowledge or ability to do the listed task. The objectives for each of the 4-H Cooking and 4-H Baking books have been integrated into the 4-H Advancements.

The advancement guide asks members to review a list of skills and then the members check those they plan to do that year. The leader can assist the member in this planning. The leader and member will work together to determine when and how the member completes the task. When the task is completed, the date is entered on the advancement guide and signed off by the leader or parent.

Example:

	Plan to do	Date complete	Approved by
Nutrition/Health			
Change a cookie recipe so it is more nutritious. Make and bake a nutritious version.	_____	_____	_____

Preparing youth for competition in Foods Exhibits or Foods Contests



Foods Exhibits

Youth can prepare a baked item and enter it in 4-H competitions, as long as the member and the exhibit meet local county 4-H program requirements. Check with your County 4-H program for these dates, deadlines, and requirements. The Baking Series Curriculum provides sections describing the standards of quality for each particular baked item. A judging standard score sheet is also provided. Utilize these

sources and the fair book descriptions when preparing items for exhibit competition.

Materials for exhibit preparation can be found at: <http://oregon.4h.oregonstate.edu/fair-exhibit-and-contest-materials#hec>

Use these helpful cookie descriptions when assisting members in determining their cookie class:

Bar cookies – cookies that are spread in a pan, baked and cut

Drop cookies – soft dough that is dropped from a spoon or scoop

No Bake cookies – cookies that do not require baking

Rolled cookies – somewhat stiff dough that is first rolled, then cut into various shapes

Filled cookies – cookies that have a filling, such as fruit or nut, inside

Hand shaped cookies – is the art of forming dough into different shapes

examples: snickerdoodles, peanut butter, refrigerator, biscotti, sandies

Specialty cookies – cookies are shaped with molds, presses or other special devices

examples: spritz, piped, springerle, spekulatius

The leader can support the members' preparation for Fair involvement by:

- Reviewing county 4-H program and exhibit requirements
- Sharing tested recipes and helping members select recipes that meet criteria
- Encouraging members' participation and parental support
- Building in time at meetings for members to practice needed skills
- Walking through steps of what will happen at fair
- Practicing interview judging with members
- Hosting a cookie exchange or parent tea for members to share items made

Foods Contests

Youth can prepare a food item(s) in front of a judge as a form of 4-H competition, as long as the member meets local county 4-H program requirements. Check with your County 4-H program for these dates, deadlines, and requirements. The following pages describe tips, techniques, and process in preparing for the foods contests. In addition to the fairbook descriptions, these additional remarks will help you prepare your members for a great experience.



Food Preparation Contest Tips: Recipe Selection Ideas

1. Decide whether the member wants to compete in the Foods of the Pacific Northwest Food Preparation contest (one-hour) or the Mini Meal contest (two-hour), Individual or Team. They may choose to enter more than one contest.
2. Youth will be timed and must adhere to the time limit for the contest they have entered. The clock starts when the member enters the kitchen and ends when they leave the kitchen with dishes washed, counters and sink clean, boxes removed, ready to serve. Look for a recipe where the maximum baking time for a one-hour contest is 35-40 minutes (that only leaves 20-25 minutes preparation time). Consider cooling time if needed. Yeast breads are an exception as proofing time is not included for the one-hour contest.
3. Look over a variety of recipe books to see what inspires. Follow the rules. The mini-meals contest only allows youth to prepare two dishes.
4. Choose a recipe you and your family enjoys. You will eat it a lot during practices at home!
5. Consider the skills involved and choose a recipe that demonstrates the skills you have mastered or new skills you plan to add this year. Making a peanut butter and jelly sandwich may be too simple but do not choose a recipe far above your skill level for your first contest.
6. Reduce the recipe if necessary to reduce the preparation and baking time to keep you within the time limit. Remember that you only need to serve the judge. Halving the recipe and choosing smaller pans may reduce your cooking time enough to enable you to make that dish you love. However, consider whether you have the skills to get the batter into small pans neatly. Baking and serving from the same pan may be easier for small inexperienced hands.
7. Consider nutrition. Consider color. Bright orange carrot dill soup, scones dotted with red cranberries.
8. Think about the specialty awards for cooking with dairy, lamb, beef, or fish.
9. Consider using produce grown in Oregon. Pears from the Rogue Valley, or cranberries or hazelnuts.
10. Think about a theme. Perhaps; An Evening in Paris, Cowboy Christmas Breakfast, a Mother's Day Brunch. Consider coordinating your recipe, apron, poster and table setting to match your theme. If you enjoy sewing, sew your own apron or placemat and napkin and enter them as a clothing exhibit.
11. The use of alcohol is not permitted in 4-H Contests. Think about substitutes if necessary!
12. As a rule, you are not allowed to use mixes or pre-measured or pre-chopped foods. The judge wants to evaluate your skills. As our groceries offer more and more pre-chopped foods you might get away with bending this rule if you have shown chopping skills in other areas but different judges may feel differently about this subject.
13. Think about your "presentation". Could you bake a quick bread in a bundt or fluted pan instead of a regular loaf pan? Do you have time to add a garnish to make your plate look prettier?

Food Preparation Contest Tips: Paperwork

Judges Information Form

A member must complete a judge's information form for each contest they are participating in. The form can be typed in or it can be handwritten. The completed form is handed to the judge before the member begins. The form includes a recipe with directions and an itemized cost of ingredients, a proposed menu, a simple task list and an entire days' worth of menus as well as the cost per person for the entire meal if a senior member. Keep a file of ingredient costs to help calculate recipe costs from year to year. Costs are included as a means of teaching valuable concepts; competitors are not evaluated on their budgeting skills.

Packing List

The recipe should be prepared enough times by the member to feel fairly comfortable with it. Make a list of the ingredients and equipment necessary to prepare the dish(s), clean up, and serve. It may be helpful to highlight ingredients that require refrigeration and thus must be packed at the last minute. Try using the packing list several times before the contest to determine what items are missing from the list so that the member may add them in before packing the final time for the contest.

Task List

1. This may be as detailed as needed for the members' personal use. Give a simplified copy to the judge.
2. Include any steps the member commonly forgets. Use a highlighter or a different colored font if that helps the member to remember the steps in recipe.
3. Decide on an order that works. Perhaps it would be helpful to set the table before the member starts cooking since the food might be served straight from the oven.
4. Place the task list and/or recipe in a document protector may be helpful to protect it while cooking.

Recipe Poster

This is a large poster of the recipe used for the visiting public so they can see what is being prepared. If the member is an intermediate or senior member selected to compete in the foods preparation contest at State Fair, they will need to bring this poster to display in the kitchen area when cooking as well.

Use 22 x 28-inch or 22 x 30-inch poster board. Use two or more posters if needed for a meals contest. Hand-lettering the recipe is perfectly acceptable and a great skill to master. Alternately, type the recipe on 8 ½ x 11 typing paper in the largest font with the smallest margins that will fit on the paper. This can be enlarged to 22 x 28 inches at a local business. Glue or tape the enlarged recipe onto poster board and decorate as desired.

Menu

Create a menu for an entire meal for which the dish (s) being prepared would be a part. In developing the menu, think about good nutrition, selecting a range of items from all the food groups. Consider color, texture, taste as well as theme. Display menu at the table setting. The menu may even be placed in a small picture frame. The menu can be handwritten or typed in a font relevant to the theme. Be creative. The use of color or other decorative elements on the menu description may help convey the theme. As an Intermediate or Senior, the judge may ask if the member has prepared each item in the proposed menu. It is a good idea to have done so at least once! Pack this display menu in table setting box and place it on the table for the judge's use during the interview.

Table Setting Diagram

Make a diagram of place setting, centerpiece, menu, etc. and place it in table setting box.

Food Preparation Contest Tips: Tips for Success

Pre-Contest Checklist

Before the contest, check to be sure you have:

- Carefully read over the requirements for this year's contest.
- Completed a Judge's Information Form on both sides.
- Planned a menu as required on the back of the Judge's Information Form
- Made a copy of the recipe to give to the judge before starting to cook
- Made a large Recipe Poster easily read at the back of a room
- Decided how to keep hair out of food preparation (optional)
- Created a simple task list and have a copy to give to the judge
- Created a packing list, practiced working from it and packed own box
- Practiced the table setting that will be used and made sure it is correct.
- Included an apron and a camera to take a picture for Record Book
- Studied the nutrition facts regarding food dishes

Foods Preparation Contest Day

1. Arrive early after a good nights' sleep.
2. Be well groomed, dress nicely, and pull back hair as needed.
3. Bring all packed supplies and enough extra supplies to handle starting over if needed.
4. Observe, learn from, and support other contestants.
5. Check in with the clerk.
6. Ask questions as needed
7. Put on apron.
8. Bring supplies to kitchen as directed.
9. Never place your supply boxes on the counter. Move them out of work area before starting.
10. Have fun and carry a positive, can-do attitude.
11. Do not ask a parent/guardian to help. Do not speak with parents/guardian during the contest.
12. Do not go back into the kitchen to wash serving or baking dishes.

Top Foods Contest Tips

1. Wash hands before beginning to cook. Wash them again if handling eggs or raw meat.
2. Fill sink with hot, soapy water for washing hands and setting up space.
3. Wash and dry the counter before cooking on it. Prepare a spray bottle with water and one tablespoon bleach as a disinfectant. Create a dishwashing tote.
4. Measure over waxed paper.
5. Practice table setting and make sure it is done correctly. Make a diagram if necessary.
6. Double check packing lists. Pack own supplies – parents/guardians are not to accomplish this task. Include a small trash bag taped to tray and practice using it.
7. Leave kitchen spotless. Dry out sink. Check that all appliances are turned off.
8. Ask questions during the contest if needed.
9. Consider equipment safety: Never insert beaters into a mixer while it is plugged in. Unplug the mixer before removing the beaters. Learn to use knives properly if needed.
10. Wash hands after cracking an egg. Crack eggs by holding the egg in one hand and tapping it with a knife over a separate small bowl. Wash the outside of fruits or vegetables before peeling.
11. Wash hands, counters, cutting board after working with raw meat. Think about where to place knives or other equipment that came in contact with raw meat.
12. Stay within the time limit!
13. Try to practice at least once in someone else's kitchen. Pack boxes and pretend that to do the contest in their kitchen. This is a great way to share a meal with a friend as well. Practice serving as well.

Food Preparation Contest Tips: Packing & Organizing Supplies

Packing Your Supplies

Plastic storage boxes or laundry baskets make good supply boxes. Use lids or cover them with bath towels to keep the contents clean. Pack a cooler with items that need to be kept cold. Pack dish soap, wash clothes, dishtowels and a disinfectant spray in a tote. Include the judge's information sheet and recipe as well as apron in this tote. Use jellyroll pans (cookie sheets with sides) to put all supplies in and remove the trays in one motion when you are unloading. Practice cooking several times using just the packing boxes to make sure the packing list is complete. If ingredients are transferred from their original containers, label the contents carefully. Consider using wide-mouthed containers to make measuring easier. Make sure to label all containers very carefully. (a mix-up between salt and sugar is disastrous).

Consider using several jelly roll pans (cookie sheets with sides) to hold supplies. One tray to hold all ingredients, one tray to hold measuring cups, measuring spoons, bowls, and other utensils. A third tray may be useful if cooking near the stove. Basically, think about setting up "stations" to assist in food preparation. Pack boxes so in order to lift entire trays and place them on the counter if possible to save time instead of removing ingredients one-by-one.

Tape a paper bag to one of the trays to use as a trash bag. Use good judgment; a larger trash bag may be needed if preparing a lot of fruits and vegetables.

Tear off enough wax paper in varying sizes to place below where ingredients are measured. Line trays with wax paper so clean up is easier if spills occur. Place wax paper next to mixer or the stove for a place to hold dirty mixing spoons.

Pack a separate box for table setting, centerpiece, and serving supplies. Include a diagram showing where items should be placed so as not to forget placement of items. Leave this box out in the table setting area until it is time to set the table.

The member is to pack ALL of their own boxes! An adult or another older youth could help by reading off the packing list, but the member is to do their own work, which bolsters personal satisfaction and confidence in their work.

Organizing the Kitchen

1. To save time and also not forget, the member should put on apron before entering the kitchen.
2. Ask the clerk to demonstrate how to operate the oven, stove, or microwave before beginning.
3. The member should set their cleaning tote by the sink. This tote will hold dish soap, dishcloths, dishtowels, disinfectant spray, and possibly apron and recipe/cost analysis/task list for the judge.
4. Run a sink full of hot soapy water, wash hands, and clean counters before unpacking.
5. Never put boxes on the counters. Once supplies are unloaded, move the box(s) outside kitchen space.
6. Set up the two trays several feet apart with a space to work in the middle.
7. It is helpful to clean as one cooks. Keep work space as neat as possible.

Food Preparation Contest Tips: The Oral Interview

Introduction

This interview gives the judge a chance to get to know the member and it provides the judge with the opportunity to provide compliments as well as constructive suggestions for future contests. The interview gives the member a chance to share their knowledge and understanding of food preparation. Be prepared - then be positive and smile. It is also a wonderful skill to master for college and job interviews later in life. The interview normally lasts less than ten minutes. The member will sit beside the judge and the judge will be seated in front of the members' table setting. The judge will taste the dishes prepared. The judge may also ask the member brief questions while the member is preparing their food in the kitchen.

Commonly Asked Questions

- * Why was this recipe chosen?
- * Is the recipe a favorite to eat?
- * How many times did member practice for this contest?
- * How or why was theme chosen?
- * Where does flour come from?
- * Which food groups does the recipe(s) or menu represent?
- * Which ingredients come from the Pacific Northwest?
- * When or where would this dish be served?
- * What nutrients does it provide?
- * What vitamins is this recipe (or this menu) especially high in?
- * How do those vitamins or nutrients help build strong bodies?
- * Was the recipe modified in any way?
- * Are there questions the member has for the judge?
- * In a yeast bread contest: What type of wheat was used? How long does it take to "proof"?

Interview Tips

1. Remove apron before sitting down at the table.
2. Be prepared to serve a small piece of the product if asked. Sometimes the judge serves themselves but more often they may ask to be served. Members are encouraged to practice serving their dishes until they are comfortable with this task. Keep in mind that the judge is "eating" all day long, so keep portions small.
3. Practice answering the questions listed above. Have a parent or siblings think of other questions they might ask. Research nutritional information that will help answer the judge's questions. The better prepared the member is for the contest, the more comfortable and confident they will be during the interview.

Caution for Parents/Guardians/Leaders

The role of the parents/guardians/leaders during a foods contest is to support and cheer on the member. Resist the temptation to assist in the packing of their boxes, setting up the kitchen, or coming to their aide if something goes wrong. The member needs to handle this experience on their own and the judge will not look kindly on the interference. The clerk and the judge are both available to help a contestant if asked. If the suspense gets overwhelming, occupy time by taking a picture for their record book.

References:

Garden-Robinson, J. 2012. *Healthy Lifestyle Education Website*. NDSU Extension Service. North Dakota State University. http://www.ndsu.edu/4h/projects/healthy_lifestyle_education/

Manlove, A. and Gladman, L. 2011. *Jackson County 4-H Program Foods Contest tips*. Oregon State University.

4-H Club Meeting Planning Form

SAMPLE

This form is intended to be used as a guide in helping to plan for a 4-H Foods Club meeting.

Meeting Date November 12 Location My home

Number of Youth 8 Age Range 9-12 Length of Meeting 90 min

Time:	Meeting Focus:	Fruit
	Nutrition Message:	Majority of fruit consumed come from whole fruit, rather than juices
	Recipe(s):	Fruit and Cheese Kabobs and Fruity Shake (Pages # 37 – Cooking 101)
5 min	Roll Call:	Favorite Fruit Snack – what nutrients are in it? Advancements #3 Nutrition
10 min	Food Supplies Needed:	Lay out and review food and equipment needed: Bananas, other fruit, cheese, orange juice, yogurt, blender, measuring cups, glasses, small kitchen (paring) knife, skewers, cutting board, napkins
20 min	Food Prep Skills: Make Fruit and Cheese Kabobs, cut fruit for shake	Teach how to use knives and cutting board. <ul style="list-style-type: none"> • Which knife to use for cutting fruits • Demonstrate safe knife cutting technique, using a cutting board. • When using skewers, be careful when stringing the fruit to not stick your finger. • Don't serve skewers to young children, because of the sharp points.
20 min	Food Equipment Skill: Make Fruity Shake	Teach how to use blender. Safety rules to share: <ul style="list-style-type: none"> • Make sure the motor is turned off or unplugged when placing items in the blender. • Place the lid firmly on the container before starting the motor and place your hand on the container lid while the motor is running. • If the motor struggles at a slow speed, add a little more liquid. • Always turn off the motor and allow the blades to stop completely before removing the lid and the container.
5 min early in mtg 5 at end	Science Idea:	Science Experiment on Darkening of Fruit. Can you prevent light colored fresh fruits from browning after they have been peeled? (Comparison of lemon juice, pineapple juice, a salt solution and nothing at all as 4 different techniques to apply to each of 4 pieces of fruit. Fruit stands for 30-60 minutes.
10 min	Physical Activity Idea:	Play: "Upset the Fruit Basket". Objective: Learn participant names and their favorite fruit. Equipment: Chairs and potholder (or another soft device for tagging). Instructions: All participants sit down in a circle with a chair. Participants take turn sharing their name and a piece of fruit. Someone is appointed as "It". They name someone in the group and their favorite fruit. The person who is named must call out another person in the group and their favorite fruit before they are tagged with the potholder.
20 min	Food Product Evaluation:	How did you like the Fruit Smoothie? What would you change next time around? Record this on record page 1.... Complete recipe card for recipe collection for fair...
	Take Home Message:	Encourage members to make one of these recipes at home Don't forget to sign up for upcoming county event!

4-H Club Meeting Planning Form

This form is intended to be used as a guide in helping to plan for a 4-H Foods Club meeting.

Meeting Date _____ Location _____

Number of Youth _____ Age Range _____ Length of Meeting _____

Time	Meeting Focus:	
	Nutrition Message:	
	Recipe:	
	Roll Call:	
	Food Prep Skills:	
	Food Supplies Needed:	
	Food Equipment Skill:	
	Science Idea:	
	Physical Activity Idea:	
	Consumerism Idea:	
	Individual Development Idea:	
	Food Product Evaluation:	
	Take Home Message:	