

# 4-H Training Topics - Fantastic Foods

## Background:

The *Fantastic Foods* project is designed to introduce children and youth in grades 3-12 to the fun they can have in the kitchen. This exciting curriculum includes four youth activity guides that cover the following topics at an appropriate age level: healthy food selection, smart food purchasing, food safety and science, food preparation and careers and foods around the world. There is also a **Helper's Guide** that includes an outline of the project skills and life skills plus additional resources not included in the other guides.

## Resource:

*Fantastic Foods*, **Taste Testing, Youth Activity Guide B**, pages 50-51.

## Materials Needed:

- Copies of **Taste Testing, pages 50-51, Youth Guide B**.
- Easel, paper, markers, tape, two ice cream scoops, three small paper cups and two spoons for each person, pitcher of water.
- Half gallon of expensive (\$5-\$6) vanilla ice cream (ingredients should be fresh milk, pure sugar, real cream, nothing artificial).
- Half gallon of low priced brand of vanilla ice cream (ingredients should be milk, cream, sugar, sweetener, stabilizer, artificial color).

## Preparation Time:

Read **pages 51-52** to get acquainted with the activity and the terms used to describe food evaluation. Make a list of words that may be new to the staff or the youth. Make copies of **pages 51-52** and make a large copy of each chart on easel paper. Set up room with chairs facing the easel, class room or theater style. Set up two scooping areas so that ice cream A is separate from ice cream B. Cover the ice cream cartons so the labels are hidden, label them A and B. This is a total group activity for groups of about 10 people. Divide large numbers of people into smaller groups.

Allow 45 minutes for preparation and set-up.



## 1 Opening Activity

What to Do	What to Say	Minutes
Have cups for everyone and markers to share.	Explain that each person needs to have a cup marked A and one marked B. Have them label their cups as they arrive.	4

## 2 Curriculum

What to Do	What to Say	Minutes
Show the five <i>Fantastic Food</i> activity guides.	The activities in the guide are set up using the steps of the Experiential Learning Model: DO, REFLECT, APPLY.  Today's activity is in <b>Guide B</b> which is designed for grades 5 and 6 but can be used for any age. We will talk about how to modify the activity later. Each activity has a project skill and a life skill. For the taste test the project skill is evaluating a food and the life skill is making decisions. The activity also includes information about several possible careers in the food industry that youth may want to learn more about.	5

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## 3 Staff Introductions

What to Do	What to Say	Minutes
Introduce yourself and have staff introduce themselves but keep it brief.	Welcome to the <i>Fantastic Foods</i> 4-H training. For the next hour we're going to explore how to use these materials with youth in grades 3-12. We'll be doing a taste testing activity with ice cream but youth may want to do it with other foods as well.	5

## 4 Doing an Activity

What to Do	What to Say	Minutes
Point out the evaluation charts and distribute the handouts. Recruit two volunteers to put one scoop of ice cream in each cup being sure to match the labels on the cartons and the cups.	Take a few minutes to read the instructions. What are the three senses you used in evaluating the ice creams?  Now taste ice cream A and rate it on the chart. Taste ice cream B and rate it.	10

## 5 Sharing Ideas

What to Do	What to Say	Minutes
Have a short discussion about the experience. Record each rating on the easel chart.	Now let's answer the questions on <b>page 51</b> . Which ice cream tasted the best/had the least defects?	5

## 6 Applying the Experience

What to Do	What to Say	Minutes
Discuss how the taste testing activity can be used with other foods.  Also highlight the many aspects of <i>Fantastic Foods</i> that will appeal to a variety of youth such as science, cooking, budgeting, marketing and career exploration.	Now think about the young people who will be in the project and how they will judge foods. Is this an activity that can be used? Will it need to be modified? What are some service projects that relate to taste testing? How can computers or other technologies be applied to this project?	5

## 7 Making a Plan

What to Do	What to Say	Minutes
Make a plan for starting the foods project.	Now it's time to work as a group and set some dates for project meetings. When should the project meetings start with the youth? What ideas from this training will be used? Who will be the adult project leader? When should another planning meeting be held that includes youth?	7

## 8 Closing

What to Do	What to Say	Minutes
Summarize and close.	Thanks for participating. Are there any other questions? When will the project start? Won't it be exciting to see the results?	1