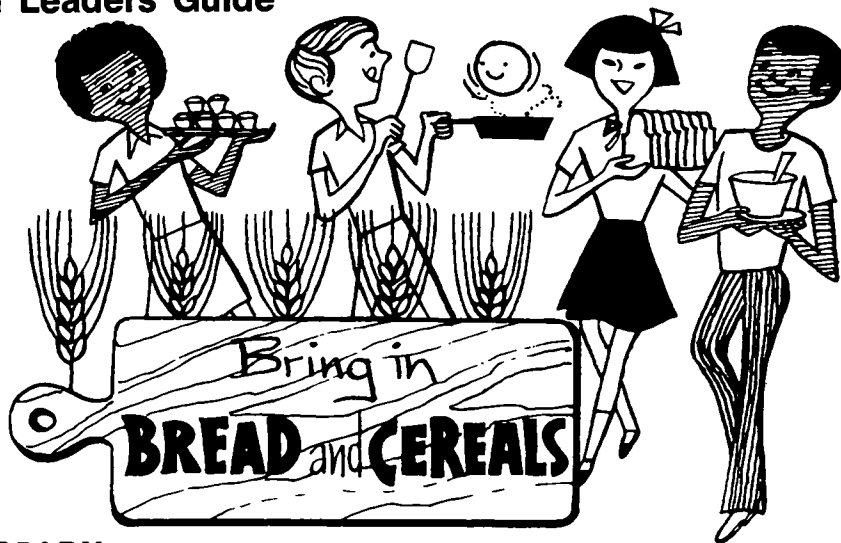


## 4-H Food Fun Leaders Guide



### GETTING READY

Looking forward to an interesting meeting about breads and cereals? You try to plan each meeting so the children will have fun and be successful. But sometimes things don't turn out as you planned and somebody has a flop. When that happens, you can teach a very important lesson, how to accept and learn from mistakes.

If the children feel a part of the group, they can make mistakes without feeling insecure. Don't let anyone make fun of a child who goofs. Interest the children in why things turned out as they did. That will turn attention away from "who did it." Maybe you can tell about a similar mistake you made and what you learned from it.

### PURPOSE OF MEETING

**At this meeting you can help youth learn to:**

*Name foods in the Bread and Cereal Group.*

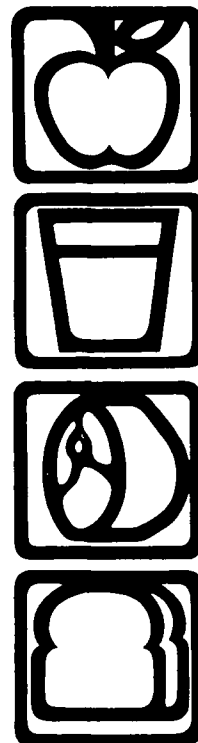
*Name two nutrients in foods of this group and a reason each is important.*

*Look for "enriched" or name of whole-grain ingredient on labels of foods made from grains.*

*Remember the number of servings recommended from this group.*

*Express themselves.*

*Appreciate the work of community helpers.*



**What I will need:**

wheat or cereal  
rock  
puzzles  
1 copy of  
Fun Sheet 4  
rope?

### A SUGGESTED PLAN

As children arrive, greet each one. Let everyone grind some wheat, cracked wheat, or whole-wheat cereal (the kind you cook). They can rub it between a smooth rock and the sidewalk (not to eat). Point out the brown part and the white part of the grain or cereal.

Some might put together the Food Group Puzzles from the Bag of Tricks.

**Remember last time (the Meat Group).** Let members jump rope to the rhyme on the front page of Fun Sheet Number 4. Or let them try different ways of keeping the beat, such as swaying, tapping, etc.

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Ask what they did at home that was suggested in the Fun Sheet. Did they learn something about how their community gets its food?

What I will need:

**"Tell" about Food** *Purpose: to help youth review the foods in the food groups and to express themselves.*

Give members paper, pencils, and crayons. Explain that we have several ways of telling each other what we mean such as talking, drawing, and motioning. This is a game to have fun trying to express what they mean.

Give each member a paper with the name of a food which he is to keep secret. Here are some suggestions:

carrot	hamburger	cheese
strawberry	peanuts	biscuit
banana	milk	noodles
egg	ice cream	shredded wheat

paper  
pencils  
crayons

names of  
food

1. Writing—Each child prints in large letters three words that describe his food. For example, brown, hot, juicy.

2. Drawing—Ask children to imagine that they are describing their foods to someone who cannot taste food. Ask them to draw a picture about the tastes of their foods. Caution them not to draw a picture of the food because that would give away the secret.

3. Acting—Have children sit in a half circle. If the group is large, divide into groups of 10 or fewer. Ask a child to show his three words and picture to the group. Then have him pretend he is the food. He is to try to make himself "look like" the food. He can make the sounds of the food being cooked or eaten, but he may not say a word. The rest are to try to guess which group the food is in and what the food is.

4. Talking—Let the child then explain what the picture tells about the taste of the food.

### Meet the Bread and Cereal Group.

Ask members to name some grains and foods made from them. Show examples of foods made from different grains (for example, oatmeal, cornmeal, whole wheat cereal, rice.) If possible, show kernels of grains which have not been ground.

Explain that some foods made from grains are not in this group because they do not have enough of some nutrients. (For example, some breads and some cookies.) Show a diagram of a kernel of wheat (borrowed from Extension worker). Point to the white inner part used to make white flour. Point to the outer layer of bran in the diagram. Some of the nutrients are lost when the bran is

grains  
grain foods

diagram of  
wheat

removed to make white flour. So some white bread and flour is enriched with some of the lost nutrients. Enriched flours have iron, thiamine, and niacin added to them. (Thiamine and niacin are B vitamins.)

A food in the Bread and Cereal Group must be made from whole grains (including bran) or be enriched. Show labels of foods made from both whole-grain and enriched flour. Help children find the word enriched or the names of ingredients on labels. Tell members they can bring some boxes and labels from cereals and baked goods for a game next time.

Point out the number of servings recommended from this group. On the front of the Fun Sheet 5 let children circle the names of the foods they have tasted. Read about the nutrients.

**Review the Food Groups.** Let children work the back page of Fun Sheet. Then see that everyone has marked the right answers.

Fun Sheet answers: 4, vitamin C, 4, B vitamins and iron, 3, proteins and calcium, 2, proteins and iron.

**Make and Eat.** Using the recipe for mix in the Fun Sheet you can teach children to:

*Sift and measure flour.*

*Cut shortening into dry ingredients.*

Let children wash their hands. Ask someone to measure a cup of flour without sifting. Then let him sift and carefully lift the flour back into the cup.

Show the group how to cut through the flour and level it off lightly. How much flour is left? What would happen if they used too much flour? (Bread would be heavy, not light and airy.) Tell them to handle sifted flour gently so it will stay light and fluffy. If you don't have a sifter or a sieve, gently shake flour from a large spoon to fluff it.


Go over the recipe for the mix. Have recipe printed on a large paper. For groups under 50 make half the recipe given in the Fun Sheet. (2 cups sifted flour, 2 cups cornmeal,  $\frac{1}{4}$  cup instant dry milk,  $\frac{1}{4}$  cup sugar, 2 tablespoons baking powder,  $1\frac{1}{2}$  teaspoons salt,  $\frac{3}{4}$  cup fat.)

Show how to cut in shortening using two knives. Go over recipe for making Golden Bread Drops. Assign tasks. If possible let everyone have a chance to measure a cup of flour. If someone bangs the filled cup or mashes the flour, let him resift and try again.

**Clean-Food Tip**—Show cans or jars they could wash to store flour, cereal, and mixes at home. Note: Plastic lids on cans can keep out insects but not rats.

**Safety Tip**—Review safety tips for using an oven and wiping up spills. If some children don't have ovens, show them how to bake without one. (See inside of Fun Sheet.) Members might sing songs or play a guessing game while they wait for bread to bake.

### What I will need:

boxes and labels  
food guide  
Fun Sheet 5  
aprons or shirts  
caps or yarn  
soap  
Towels  
flour  
sifter  
bowl or waxed paper  
spoons  
spatulas  
measuring cups  
recipe chart  
tape  
cornmeal  
dry milk  
sugar  
baking powder  
  
salt  
fat  
big bowls  
measuring spoons  
job chart  
baking sheets  
containers  
pot holders  
skillet?  
glasses for water  
plates  
knives  
margarine, jelly  
napkins  
soap for dishes  
dishcloth  
Towels

*At the Table*-Talk about community helpers such as firemen, policemen and teachers. Plan to invite one to a meeting. Remind them of things to do at home (suggested in Fun Sheet).

*Clean-up*-Be sure oven is turned off and any spilled flour is cleaned up.

**Announce the next meeting.**

**Leave the room clean.**

## WHAT HAVE THEY LEARNED?

Did members have fun learning about breads and cereals? Which meeting have they enjoyed the most? Children who find that food and nutrition can be fun will probably want to learn more.

Did they enjoy acting, drawing, and talking about food? See that children who are shy or who have trouble talking have chances to talk in the meetings.

What have they done at home since the last time? Are children proud of helping at home? If not, why not? How could you help them feel good about it? Talk this over with your Extension worker.

Are children learning to feel that they are part of the community? Begin looking for ways they might help the community.

## THINKING IT OVER

Someone from the Cooperative Extension Service should be contacting parents of the members. Find out what the parents say their children are learning. Some parents may have wonderful news for you!

## FOR YOUR CHOICE

**Other activities for Meetings—  
for Later or for Now**

**PEOPLE AND THEIR FOOD** *Purpose: to help youth relate people's food likes to where they live and foods they can get.*

Play "Build a Man" in Bag of Tricks.

**FUN WITH SCIENCE** *Purpose: to help youth become curious about why food changes when it is cooked.*

Ask what makes holes in bread. Let children examine holes in one or more kinds of bread using a magnifying glass. If you don't have a magnifying glass, hold bread behind a quart jar filled with clear water (no bubbles).

Let three people each sift and measure  $\frac{1}{2}$  cup flour. Let each do one of the following. Each will make theirs into 3 little "rolls" and place on a greased baking sheet.

1. Dissolve  $\frac{1}{4}$  teaspoon yeast in 3 tablespoons water. Add 1 teaspoon sugar. Mix with flour. Divide into thirds and put on baking sheet. Let rise until doubled.

2. Stir  $\frac{1}{4}$  teaspoon baking powder and 1 teaspoon sugar into flour. Mix in 3 tablespoons water.

3. Stir 1 teaspoon sugar into the flour. Add 3 tablespoons water and mix.

Bake all at 400 degrees until lightly browned. Cool and compare holes in them. (No. 3 will have a few holes made from air and steam bubbles. No. 1 and No. 2 should have lots of holes made by carbon dioxide from the yeast or baking powder.)

## WHERE DOES FOOD COME FROM?

*Purpose: to help youth learn to tell where some foods are grown.*

Children might like to paste small pictures of fruits, vegetables, and grains on a map of the United States to show where they are grown. (You can get a map at a gas station.) They could explain the map to visitors at later meetings. When you eat your snacks, discuss where some of the ingredients were grown.

**BUYING FOOD** *Purpose: to help youth learn to be courteous shoppers.*

Children can again practice making change using play money made at Meeting 3.

Plan a trip to a store to look for foods for nutritious snacks. Discuss ways to respect workers and other shoppers in the store.

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