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# Foods of the Pacific Northwest

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PNW 338 • July 1989

4-H

# Foods of the Pacific Northwest

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## Unit 3 • Leader Guide

### The curriculum

The Foods of the Pacific Northwest curriculum is divided into three units. Each unit is targeted to a specific age group, ranging from 4th to 12th grade. Keep in mind that the information in Unit 3 is for 10th through 12th graders, or young adults.

The curriculum aims to help young people accomplish the following goals:

- To take responsibility for making healthful choices about food, fitness, and nutrition.
- To develop skills in planning, selecting, preparing, serving, and storing foods grown and produced in the Pacific Northwest.
- To understand some of the psychological, social, economic, and cultural values that influence food choices.
- To learn knowledge of and skills needed for career opportunities in food and nutrition and the food industry.
- To instill positive attitudes and skills that will benefit themselves and others around them.

### Teaching objectives

The third unit of Foods of the Pacific Northwest provides information about foods

grown or produced in the Pacific Northwest and their healthful, creative use, representative of the Pacific Northwest culture. The information it covers is of greatest interest to high school youth. It is designed to be used for self-directed or individual learning, but can be easily adapted to a club or small group setting.

After completing Foods of the Pacific Northwest, Unit 3, young adults should be able to:

*recognize and appreciate the diversity of foods grown and produced in the Pacific Northwest.*

*prepare and serve foods of the Pacific Northwest, using recipes that represent the culture of the Pacific Northwest.*

*participate in learning activities that demonstrate their understanding of food and nutrition, food production, and the food industry.*

### The learners

Psychologists have spent years researching behavior patterns of youth. From their studies we know that youth's interests, skills, and emotional needs vary at different stages of development. To help you work with your 4-H'ers, here are some thoughts about what teens (or young adults, as they often prefer to be called) are like:

### Tri-State Food/Nutrition Curriculum Committee

This advanced Foods of the Pacific Northwest project is the work of the Tri-State Food/Nutrition Curriculum Committee. The committee developed the components, concepts, and objectives for the total curriculum. Three projects, one each for beginning, intermediate, and advanced levels, and an enrichment guide are part of that curriculum.

A special thanks to the many leaders and Extension agents in the three states who reviewed the materials and provided helpful suggestions in the process of preparing the project manuals and leader guides.

Acknowledgment and appreciation is expressed to the following committee members:

#### Idaho

Lois Glenn  
Linda Hamilton  
Rosa Smith  
Marilyn Swanson  
Mary Lee Wood

#### Oregon

Cheryl Carlson  
Sally Ishikawa  
Elaine Husted  
Margaret Lewis  
Barbara Boltes

#### Washington

Alice Weber  
Esther McLatchy  
Bonnie Brown  
Val Hillers  
Jan Hiller

Consultant: Eleanor Wilson

**Teens can plan and carry out activities on their own.** You can help young adults learn to make decisions and take responsibility for their actions if you advise and encourage rather than direct activities.

**Teens often need acceptance from adults outside of their family.** Be willing to lend an ear to their problems.

**Teens want to feel independent.** Listen to their ideas and let them know you value their ability to make choices.

**Teens are full of idealism and energy.** Teenagers believe they can make the world a better place and are often willing to tackle the job. Help them channel their enthusiasm and idealism by guiding them to set realistic goals. Celebrate when they succeed!

### The leader guide

The member manual for Foods of the Pacific Northwest, Unit 3 has eight units. The leader guide also has eight units plus an optional activity called "Foods of the Future." The units in the member manual are designed for self-directed learning; however, group learning activities or club meetings can be adapted from the materials. Many of the activities are well suited for two to four teens to do as a group.

Keep in mind that the guidesheets are designed to help you to serve as an advisor to the young adults as they plan their learning activities. Each guidesheet will present:

- objectives of the lesson
- time needed
- equipment
- procedure
- suggestions for individual or small group learning
- resources to support the information in the unit
- tips for success with Following Through activities

Remember, these are suggestions. There are many ways to learn and teaching techniques other than those listed in the units. Try other methods that fit your 4-H members' needs.

### Following through

The Following Through section in the member manual combines hands-on learning activities, social awareness, and action-based service and learning. It is designed to expand upon the information described in each unit. They fit into one or more of these categories:

*Learn More*  
*Teach Others*  
*Get Involved*

Don't expect the youth to do all of the activities! The sampling of ideas is to get them thinking. Encourage them to try one or two activities that are of interest to them and that fit into their busy lifestyle. Refer to the leader guide for ideas to help the youth succeed in their chosen activities.

### Before you begin . . . a word about meal management

Meal management includes all the meals in a menu for a day. Ideas presented in Foods of the Pacific Northwest, Unit 3 are suggested for specific meals. Although management ideas are suggested in each lesson, here's an overview of meal management.

Meal management includes planning, purchasing, presenting, and serving meals. It also encompasses kitchen equipment and safety, table service, and proper storage of foods. Some topics to discuss are:

- Choosing nutritious foods that contain key nutrients in order to meet nutritional needs of the family.
- Considering these factors when making food choices. These include preferences of flavor, texture, meal size, meal frequency and interest in new foods. Ethnic heritage, religion, advertising, awareness of new products, who prepares the meal, and when and where meal is served will influence food choices. Money available, shopping knowledge, preparation time, and preparation skills also affect food choices.
- Combining foods that blend pleasing flavors, colors, shapes, and texture.
- Selecting foods that are in season. When fruits, vegetables, and meats are most plentiful the price is low and quality is high.

# Guidesheets

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Unit 1. Review Unit 1 in the member manual before reading this guidesheet.

## Title: Mostly Milk

People are enjoying milk and milk products in greater quantities than ever before. Much of the milk produced in the Pacific Northwest finds its way into cheese, butter, yogurt, and other milk products. These milk products provide calcium to help muscle action and improve nerve impulses and blood clotting. The factors used to evaluate the quality of frozen milk products will be discussed.

**Objective.** 4-H members will identify the importance of milk and milk products to their health and prepare Frozen Yogurt as one example of providing milk to help meet nutritional needs. They will apply the quality assurance factors to evaluate their own frozen dessert.

**Time.** Approximately 30 minutes for preparation and 30 minutes to 1 hour for freezing.

**Equipment.** Ice cream freezer or small freezer units for making frozen desserts. If an ice cream freezer isn't available, use a refrigerator freezer as outlined in the lesson.

**Procedure.** Make frozen yogurt and allow to "ripen" while you clean up. Run a quality assurance test on several of the same type of frozen desserts. Taste frozen yogurt using the quality assurance test described in lesson.

### Suggestions for small group learning

Have one or two of the 4-H members set up a taste-test to determine quality in frozen desserts. Put the different desserts in small dishes which are coded by number. The 4-Hers in charge of the taste-test should be

the only ones who know the identity of the coded samples. Discourage blindfolding the participants because the appearance of the product may be an important consideration.

### Resources to support the information

The Dairy Council in your state has excellent resource materials.

### Tips for success with Following Through activities

**Teach others.** The agent of the OSU Extension Service in your area will often know the news media (radio stations and newspapers) that are most receptive to Extension Service news. He or she will be able to help the 4-H'er write the news article or review radio spots. Don't despair if the media are not supportive. Sometimes a well-written letter to the editor during National Dairy Month can get good results.

**Get involved.** Begin exploring the ice cream or frozen yogurt social activity by talking with the activity director and the dietitian at a long-term-care facility. Perhaps the care facility or a local grocery store would provide the yogurt. When the event is scheduled contact the local media and ask them to cover the event. Assign one of the youth to be the official photographer of the 4-H members.

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**Title: Make Mine Meat**

Red meat is an important source of protein, iron, and zinc. The iron in red meat is more easily absorbed than the iron in other foods. This unit introduces dietary guidelines and shows ways to include red meat in a healthful diet. The red meat industry is responding to consumer demands by producing meat that is lower in fat to follow the dietary guidelines for Americans.

**Objective.** 4-H members will be able to describe what nutrients are found in red meat and list ways to prepare red meat that follows the Dietary Guidelines. They will apply the recommendations by preparing runzas to demonstrate how red meats can be combined with vegetables for a low cost, nutrition-conscious meal.

**Time.** If making the yeast bread, plan approximately 2 hours. If using frozen bread dough (thawed), plan approximately 1 hour.

**Equipment.** Microwave oven for browning meat and making the filling and food processor for chopping vegetables quickly (optional).

**Procedure.** Make the bread dough and let rise while making the filling. Then clean up the kitchen and the bread should be ready to form. Roll out the bread dough and put the warm filling in. Warm filling causes bread to rise faster; be careful that the filling is not too hot (not any hotter than 130°F).

**Suggestions for small group learning**

Have someone demonstrate how to make runzas using frozen bread dough. The filling should be made in advance for the presentation and refrigerated. While the runzas are baking, review the meat specials in the newspaper and have the 4-H group plan menus around them for the week.

**Resources to support the information**

Talk with a meat cutter or inspector about cuts of meat. Have one of the teens invite a meat cutter or inspector to talk to your group about branded beef and consumer trends in red meat purchases.

Have the 4-H members call a member of the pork producers, sheep commission, or beef commission (or cattlemen's association) for an information interview. The questions they want to ask should be written in advance. Call the person in advance to schedule a time to interview them in person or over the telephone. Use the information in a presentation or report to the group.

**Tips for success with Following through activities**

**Teach others.** Once the 4-H'ers have mastered the runza recipe they may want to experiment with other meats such as lamb, pork, or ground turkey. Work with them to develop a presentation, "Runzas: Variations on a Theme," which they could present to various commodity groups.

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**Title: In Pursuit of Fruit**

The best lunches often include a great-tasting, colorful, vitamin-packed piece of fruit. Fruit is a good source of soluble fiber and provides potassium in the diet. The Pacific Northwest has ideal growing conditions for fruit and is well known for its high-quality fruits. This unit contains information about the kinds of sugars found in fruits as well as other sources of sugar.

**Objective.** 4-H members will be able to identify fruits grown in the Pacific Northwest and combine them with other fruits and different sugars to make a variety of fruit soups that are attractive and maintain the fiber of the fruit.

**Time.** Approximately 1 hour. If possible, soup should be made several hours before serving to chill the soup and blend the flavors.

**Equipment.** Food processor or blender needed to puree fruit. Sieve to remove small seeds of raspberries.

**Procedure.** Make fruit soup and chill while preparing other parts of the meal.

**Suggestions for small group learning**

Make fruit soup and chill while one of the 4-H members discusses using Pacific Northwest products in muffins. Prepare a basic muffin mix and have the 4-H members adapt the recipe with different spices, fruits,

and nuts. Bake the muffins and serve with the chilled soup. Some examples of muffin types could include:

*cranberries, orange peel,  
and nuts  
blueberries  
apples and cinnamon  
carrots, cinnamon, and nuts*

Have the 4-H members evaluate the muffins for flavor, texture, and quality.

Encourage them to make the other recipes at home or to try other chilled soup recipes.

Talk about fruit juices and the ways in which they are packaged. Show examples of fruit juices or ask 4-H members to each bring their favorite juice. Compare for cost, food value, calories, and flavor.

**Resources to support the information**

There are many fruit commissions in the Pacific Northwest. Contact them for information and recipes.

Invite someone from a fruit commission to talk about the fruit industry they represent. Serve fruit soup and muffins as a luncheon or snack.

**Tips for success with Following Through activities**

**Get involved.** If the 4-H member is interested in becoming involved in a "share the harvest" project, you may need to help the member do some investigating in your area about who sponsors this type of event. Contact churches, senior citizen centers, and community services to find out where your assistance would be most effective.

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## Title: The Uncommon Potato

The Pacific Northwest has just the right climate and soil to grow top-quality potatoes. The innocent potato is low in fat and nutritious but is often corrupted by methods of preparation and serving. Potatoes are part of many food customs that contribute to the Pacific Northwest cuisine. The importance of commodity commissions in the Pacific Northwest is introduced in the unit.

**Objective.** 4-H members will identify preparation methods and toppings for potatoes that add fat to the diet. They will prepare lefse, a traditional potato flat bread and/or make a twice-baked potatoes recipe that uses a low fat preparation method for potatoes.

**Time.** For lefse, plan approximately 2 hours. For twice-baked potatoes, plan approximately 30 minutes if potatoes are already baked. Allow extra time for baking in the oven (45 minutes) or microwave oven (5-7 minutes per potato).

**Equipment.** Traditional lefse uses a griddle, a grooved rolling pin, and a "lefse stick" for turning the lefse during cooking. A regular rolling pin and spatula can also be used. Twice-baked potatoes require a wire whisk or electric hand mixer to whip the potato filling.

**Procedure.** Have the 4-H member write down preparation time and tasks that need to be done for each recipe.

## Suggestions for small group learning

Try the experiment on cooking potatoes in the microwave as described in the "Following Through" section.

Bring both new and old recipe books and have the 4-H'ers compare the recipes in the books. Practice adjusting recipes to reduce fat and sugar and to substitute ingredients.

## Resources to support the information

If one of the members knows someone who makes lefse, ask them to invite the person to demonstrate their skills to the group.

Talk with someone who represents the potato commission and find out what new potato products they are promoting. Are they promoting their products to other countries? What products are of particular interest to people in other countries?

## Tips for success with Following Through activities

**Teach others.** Have the 4-H member research and write an article about the value of potatoes.

If the 4-H member investigates a topic of interest in any of the commodity areas presented in this project, encourage them to extend their knowledge and skills by teaching others. This can be done for service organizations, with the news media, the school lunch program, or senior centers. The possibilities for promotion of the commodity, the 4-H program and the skills of young people are endless.

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**Title: Catch of the Day**

Throughout history, the ocean, rivers, and lakes have been important sources of food for people in the Pacific Northwest. Some of the fats in seafood are called Omega-3 fatty acids. Studies have shown that Omega-3 fatty acids help reduce the risk of heart disease. This unit discusses the selection, storage and preparation of seafood and other fish. Fresh, frozen, and canned fish are used to demonstrate the availability of seafood and fish in Pacific Northwest markets.

**Objective.** 4-H members will be able to describe the value of fish in the diet. They will prepare cioppino, an Italian fish stew that combines seafood, vegetables, and spices in a hearty main dish, and/or seafood pasta salad.

**Time.** 30 minutes.

**Equipment.** Food processor or blender.

**Procedure.** Make sure the ingredients are on hand. Have the 4-H member read instructions and decide on the tasks and how long it will take.

**Suggestions for small group learning**

Have someone demonstrate how to fillet a fish.

If fresh crab is available in your area, compare a small amount of fresh crab to surimi with a blind taste test.

**Resources for small group learning**

Talk with someone associated with the fishing industry. For example, the West Coast Fisheries Development Foundation sponsors research in fisheries. They provide education on preparation and promote their use. Find out which products they are currently developing and promoting.

Invite an international visitor to prepare seafood or fish in a way that is customary to their country.

**Tips for success with Following Through activities**

Learn more. If a 4-H member shows interest in an activity or special topic, encourage the member to make the arrangements. Assist by suggesting contacts or resources and by helping the 4-H'er think about the steps involved in pursuing the activity.

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## Title: The Benevolent Bean

Over time dry beans have been a favorite food because of their good flavor, protein, and economy. The growing conditions in the Pacific Northwest produce uniform, disease-free beans and lentils. Beans are sometimes overlooked because preparation may seem too long. This unit will describe how to cook, store, and serve beans that meet the needs of people leading active life styles.

**Objective.** 4-H members will be able to identify different varieties of dry beans and lentils. They will be able to describe different methods for purchasing, storing, and cooking beans and apply the skills by preparing “soup”rior bean soup.

**Time.** 5-8 hours or overnight in a slow cooker.

**Equipment.** A pot large enough to cook beans in (slow cooker or pressure cooker, optional).

**Procedure.** Cook beans using the quick method, or put beans in the slow cooker the night before with the water and salt but don't turn the cooker on. The next morning add the ham bone, chicken (optional), and sausage (optional) and turn the heat on high. After 1 hour, turn the heat to low. The beans will be ready to eat 5-8 hours later.

### Suggestions for small group learning

Prepare the beans in advance and have them ready to serve to the group. They may say they don't like beans, but if the beans are

ready to eat and they try this recipe, you are sure to have “bean believers”!

The teens may not be motivated to try this recipe if they have to locate all the beans for the recipe. Do this for them and they can work making packages of the bean mixture during the meeting. You could also ask each person to bring 1 to 2 lb of one or two kinds of beans or lentils. While the soup is heating, let the teens make packages of the bean mix to take home.

They may also want to package the bean mixture to sell or to give for gifts.

### Resources to support the information

The Pacific Northwest Dry Bean Commission and Pea and Lentil Commission provides education on preparation of dry beans, peas, and lentils and promote their use.

### Tips for success with Following Through activities.

**Get involved.** If the 4-H ers decide to sell the bean mixture, have them figure in the cost of the beans, bags, yarn, or ribbons and any printing costs for the recipes when considering the price to charge. Jars are attractive containers for the bean mix although they are heavy to carry.

**Have a “Bean Bake-Off.”** The 4-H members should list all the tasks that need to be done to coordinate the event. Help them make a timeline to show when each task should be accomplished and who will be responsible for it. Make sure that each person in the group has one or two responsibilities and set a time to report to the group about the progress on their tasks.

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**Title: Wheat Street**

The Pacific Northwest is one of the world's largest producers of soft white wheat. Wheat is a good source of carbohydrates and whole wheat provides fiber. This unit discusses "carbohydrate loading" and suggests that it is not effective for most athletic performances. Almost every international cuisine combines a wheat product with other food groups to make a food that is representative of their country. Asian cooking uses wheat products, small amounts of meat, crisp vegetables, and cooking methods that require little fuel.

**Objective.** 4-H members will be able to list foods that are high in carbohydrates and explain why carbohydrate loading is not recommended for most athletic performances. They will be able to explain why Chinese cooking is considered healthful and economical and apply these principles when preparing Chinese potstickers.

**Time.** Approximately 1 hour.

**Equipment.** A food processor for chopping and a steamer for cooking potstickers (optional).

**Procedure.** Prepare filling and set aside. Make dough and let rest. Form potstickers and cook.

**Suggestions for small group learning**

Have the filling made in advance. Ask someone to demonstrate how to make the dough and talk about the value of wheat in the diet and to the economy of the Pacific Northwest.

While one or two people take turns cooking the potstickers, others can wrap them.

Have the group plan a pasta-making party. Locate two or more pasta machines and ask people to bring sauces, salad, or bread to add to the meal. The recipe books that accompany the pasta machines have a variety of recipes using wheat and vegetables in the pasta.

**Resources to support the information**

The wheat commission in each state provides information and recipes using wheat. Discuss with them what kind of wheat is grown in your area and if it's available locally.

Invite someone who prepares traditional Chinese food and have them demonstrate how to prepare a dish that complements the potstickers.

**Tips for success with Following Through activities**

**Learn more.** Have someone offer to research and make pierogi to share with the group. Pierogi often have a traditional potato filling, but rice and broccoli or refried beans and cheese can also be used.

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**Title: Vegetables: the Picture of Health**

Summer in the Pacific Northwest means vegetable stands, farmers' markets, and U-pick operations brimming with fresh vegetables produced in the region.

Vegetables are good sources of Vitamin A, Vitamin C, and soluble fiber. The concept of "value added" products is emphasized in this unit. Suggestions are provided for storing and preparing vegetables to retain their color, flavor, texture, and vitamins.

**Objectives.** 4-H members will be able to explain the role of Vitamin A in the diet and describe methods of vegetable preparation that will retain vitamins, flavor, and texture. The 4-H member will apply these skills by preparing vegetable souffle and/or savory vegetables.

**Time.** 45 minutes.

**Procedure.** Make a basic souffle; beat egg whites and add to the basic souffle.

To get the best results, whip the egg whites until stiff but not dry. Bake the souffle promptly until the center is completely solid. Serve the souffle immediately after baking.

**Variations.** Use leftover chopped, cooked vegetables. Onions can be added to give extra flavor. Try nutmeg for a different touch.

**Suggestions for small group learning**

Look at the weekly vegetable specials in the newspaper and plan menus using the vegetables on sale that week.

**Resources to support the information**

Inquire if anyone in your area does "vegetable sculpturing" (creative garnishes) and ask them to demonstrate for the club.

Invite a Master Gardener or Master Food Preserver to talk about vegetable production and/or preservation.

**Tips for success with Following Through activities**

**Get involved.** If the 4-H member or group is interested in a gleaning project, try to find someone or another group that has done a project like this. Encourage other 4-H groups, churches, clubs to assist in the project as a community activity.

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### Title: Foods of the Future

Technology has changed the world of food dramatically. An increasing number of foods sold in the grocery store are prepared entrees which are "microwavable," convenient, and in small or single-serving packages. This unit will describe consumer trends behind this food revolution and how the interest in nutrition and fitness influence foods of the future. Product development and packaging are introduced, with Pacific Northwest examples given. The field of food science and technology is introduced as a career option.

**Objective.** Drawing from the eight previous units, 4-H members will be able to identify food produced in the Pacific Northwest. They will be able to give examples of how consumer trends, consumer tastes, and the value of the dollar affect product development in the Pacific Northwest. 4-H members will be able to describe some of the careers in food science and technology and apply the information they have learned in this project towards their career decision.

**Time and equipment.** Because of the content of this unit, no food preparation item is suggested. Time and equipment will depend upon the interest and resulting activities of the 4-H member or group.

**Procedure.** Introduce Foods of the Future by asking the 4-H member to explain "grazing" and the kind of foods eaten. ("Grazing" describes a current pattern of eating small amounts of food all day long rather than eating the traditional three square meals.) Is "grazing" a part of your eating habits? If so, think of the kinds of foods you eat when grazing. Do they contribute to your daily nutritional needs? Keep track of the foods you eat for a day. List where you get the foods and when you eat them. Would you say grazing is an inexpensive or expensive way of eating? Why?

Encourage the 4-H member to look at newspapers, magazines, and television to become familiar with new food products. In 1988 the "hot" items were those related to the nutrition/fitness craze. Our fast pace has created a demand for individual portions of healthful, convenience products (for example, yogurt and frozen fruit bars.) What is "hot" today? What has created the market for this product?

Discuss how and why food technologists develop new products. Food technologists develop foods for special needs. Infant formulas, tube feedings for patients with prolonged illness and foods for space exploration are examples of specialized food product developments. These foods have to meet all the nutrient needs of individuals. The omission of one component could cause illness or death.

Food technologists work with the growers to expand the market for their products. Potatoes are now sold in many forms, fresh, fried, chips, in casseroles, frozen entrees—the list is almost endless. Plant breeders have developed better vegetable varieties for freezing because the market for frozen foods has increased while the market for canned vegetables has decreased. Growers, processors, and plant and food scientists work together to expand the food market possibilities.

Individuals well-trained in nutrition, home economics and food technology find jobs in food product development, testing, and promotion.

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## Suggestions for small group learning

Have the group plan a "food" field day in which they would visit any of the following:

*A food processing plant that specializes in individual-quick-frozen (IQF) vegetables*

*A superstore that features a fresh seafood section, deli, and bulk foods*

*A port from which grain is shipped to markets*

*A farmer's market or wholesale vegetable/fruit market*

*A restaurant featuring Vietnamese, Thai, Basque, or African cuisine*

*A chef in a restaurant that features Pacific Northwest foods*

*A person who can explain the food catering business as a career*

Have the group decide what they would like to see and indicate which part of the field trip they would like to coordinate. Tasks to be done include making telephone calls and writing letters to confirm the plans and sending follow-up letters after the trip.

Before the group goes on the trip, spend time talking about what they want to find out at each place. Encourage each person to write down two or three questions to ask. This demonstrates their interest to the person taking the time to talk with the group.

## Resources to support the information

The Food Technology, Food Science, Human Nutrition, and Foods and Nutrition departments at the Land Grant universities in

Washington, Oregon, and Idaho have information on current research and careers.

## Tips for success with Following Through activities

**Get involved.** Planning a field trip takes a lot of time, but it could be the most rewarding and memorable part of this project. Provide guidance and support to the 4-H members so they set realistic goals for the time allowed. Help identify parents and other interested adults that may be interested in coordinating the event and participating.

A successful field trip may become an annual 1- or 2-day event that is planned by senior 4-H members. They may want to sponsor the event and invite 4-H teen groups or teens in food/nutrition projects from other counties to participate.

Plan a Pacific Northwest foods booth or display for the county fair. Choose a theme that focuses on the variety of foods of the area or represents past products and future foods of the Pacific Northwest. Many of the commodity groups in the region may be willing to provide information or products for your display.

If 4-H members enjoy preparing food for others' enjoyment, have them consider starting a small catering business that features foods of the Pacific Northwest. Have the 4-H members talk with family, friends, and people they know who belong to organizations that may need their services. Encourage them to find out what items people would like and how much they would be willing to spend. From their "market research," help them start small, featuring only a few items that they prepare well and serve attractively. Remind them to anticipate holidays and times of the year when there is more entertaining and their catering services may be needed most.

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