



# DISCOVER



## 4-H HEALTHY SNACKS CLUBS



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Debbie Proctor | Naomi Brower | Susan Haws | Stacey MacArthur  
Editor: Carrie Durward, Ph.D., R.D.  
Utah State University Extension

### Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

### Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

### What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).



## Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

## The 4-H Motto

"To Make the Best Better!"

## The 4-H Pledge

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

## 4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

## Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the [www.utah4h.org](http://www.utah4h.org) website or get them from the county Extension office).

## Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.



## A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order—President
- Pledge of Allegiance and 4-H Pledge—Pledge Leader (arranges for club members to give pledges)
- Song—Song Leader (leads or arranges for club member to lead)
- Roll call—Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—Secretary
- Business/Announcements—Vice President
- Club Activity—arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by Refreshment Coordinator
- Clean Up—led by Clean-up Supervisor



## Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

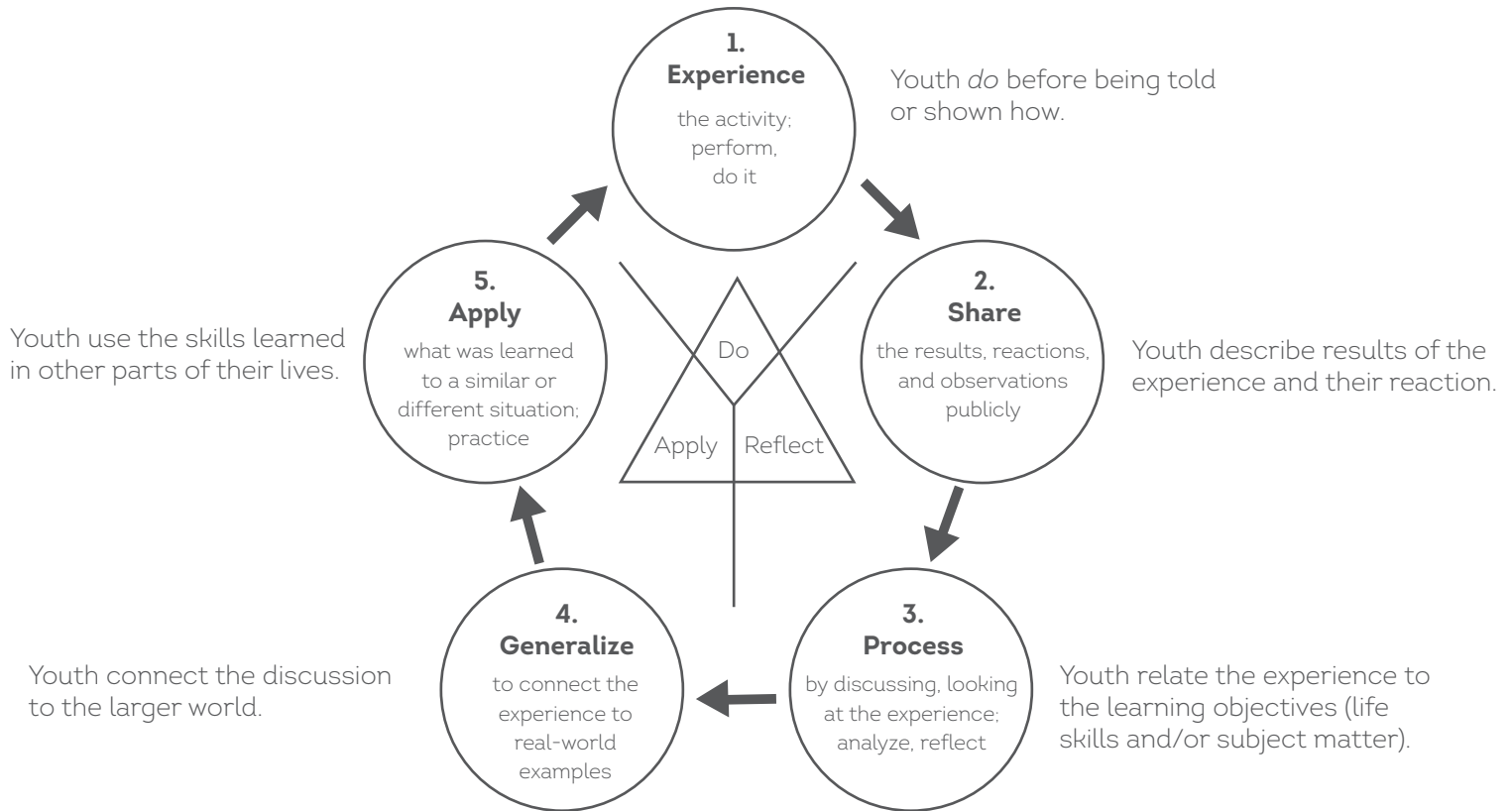
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



## 4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



## 4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: [http://www.csrees.usda.gov/nea/family/res/pdfs/Mission\\_Mandates.pdf](http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf))

- 1. Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- 2. Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- 3. Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

## Getting Started

1. Recruit one to three other families to form a club with you.
  - a. Send 4-H registration form and medical/photo release form to each family (available at [utah4h.org](http://utah4h.org))
  - b. Distribute the Discover 4-H Clubs curriculum to each family
  - c. Decide on a club name
  - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
  - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
  - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
  - a. See *A Typical Club Meeting* section above for a general outline.
    - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
  - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



## Other Resources

Utah 4-H website: [www.Utah4-h.org](http://www.Utah4-h.org)

National 4-H website: [www.4-h.org](http://www.4-h.org)

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

## References

Information was taken from the Utah 4-H website ([utah4h.org](http://utah4h.org)), the National 4-H Website ([4h.org](http://4h.org)), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

**We would love feedback or suggestions on this guide; please go to the following link to take a short survey:**

<http://tinyurl.com/lb9tnad>

# 4-H HEALTHY SNACKS CLUB *Meetings*



## Club Meeting 1

ChooseMyPlate and Fun Vegetable Snacks ..... 2



## Club Meeting 2

Recipe Book, Tools, Hand Washing, Fruits ..... 15



## Club Meeting 3

Measuring and Whole Grains ..... 21



## Club Meeting 4

Oven Safety and Protein Foods ..... 27



## Club Meeting 5

Calcium, Exercise, and Goals ..... 34



## Club Meeting 6

Choosing Healthy Snacks ..... 41

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**DISCOVER**  
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# 4-H *Club Meeting 1*

## ChooseMyPlate and Fun Vegetable Snacks



### Supplies

#### Choose My Plate

- Copy of ChooseMyPlate poster

#### Choose My Plate Coloring

- 9-inch paper plate for each youth
- 4-inch paper plate for each youth OR
- ChooseMyPlate coloring page
- Crayons
- Pencil

#### Vegetable Snacks

- (Recipe cards will be used in club meeting #2)
- Ingredients for recipes

In this meeting we will be learning about planning balanced, nutritious snacks using ChooseMyPlate.gov. Create fun, nutritious snacks for after school or any time.

## Activity #1



### CHOOSE MY PLATE

Distribute copies of the ChooseMyPlate mini poster. How does this plate help us get all the nutrients our bodies need? (It helps us include all the food groups and eat the right amount from each group. If we choose from all of the food groups, we'll have all the nutrients our bodies need for good health.) (ChooseMyPlate, n.d.)

## Activity #2



### CHOOSE MY PLATE COLORING (Junior Master Gardener Program, 2012)

1. Give each youth crayons and one 9-inch paper plate and one 4-inch paper plate or piece of cardboard. Fold the large paper plate into halves. Open the plate back up and draw a line down the crease. The left half of the paper plate is for fruits and vegetables, and the right half is for grains (such as breads, pasta, and potatoes) and proteins (such as meats and beans). If half the plate is grains and proteins, about what fraction of the whole plate is just proteins? (About one-fourth.)
2. Staple the small plate to the top right of the larger plate (just like in the ChooseMyPlate mini poster). What food group does this group represent? (Dairy) What are some examples of foods from this group? (Cheese, milk, and yogurt. It is good to pick low-fat or fat-free dairy foods.)





### CHOOSE MY PLATE COLORING CONTINUED

3. Have youth write these words on the back of the plate: dairy, fruits, grains, protein, and vegetables. Beside each food group, write one example of a healthful food that fits in that group, then use the crayons to fill the white space on the front of the plates to illustrate their tasty and healthy meal.
4. When the youth have finished, have them show their ChooseMyPlate to each other and explain why they made these choices. Encourage them to post the plate on the refrigerator at home to share ChooseMyPlate with their families and be reminded of healthy choices.

## Activity #3

### FUN VEGETABLE SNACKS

Snacks are a good way to get the energy needed throughout the day. Snack foods should be just as nutritious as meal-time foods. Snacks do not have to be fancy but they should be more than just carrot sticks or an apple. Try to include at least two food groups. (Oklahoma State Department of Health, 2012.) Remember the tips for healthy living from ChooseMyPlate.gov (USDA, 2011):

- Add more vegetables to your day!
- Focus on fruits!
- Make half your grains whole!
- With protein, variety is key!
- Got your dairy today?
- Be physically active, your way!

Choose one or more of the vegetable snack recipes at the end of the lesson to prepare and sample.

**Note:** It may be helpful to pre-cut vegetables before the meeting.



## Reflect

- How does ChooseMyPlate help us get all the nutrients our bodies need?
- What are ways that you can eat more vegetables?
- Does it matter how the vegetable is prepared? (cooked, mashed, steamed, raw)
- Have a discussion about serving sizes, etc., include something about the attached information.
- What is a serving size for various foods?

## Apply

- Ready-to-go or slightly prepared vegetables are an easy way to conveniently add vegetables to your diet.
- Most of the fat and calories from eating vegetables comes from the dressings and dips you eat them with.
- ChooseMyPlate is developed and distributed by the USDA to help consumers make healthy, informed food choices.
- Eating more vegetables can reduce your risk of heart disease.
- Eating more vegetables can also reduce the risk of cancer.



## Belonging

The atmosphere of the room should be warm and inviting. Encourage youth to work with each other as they explore food options and ChooseMyPlate.

## Healthy Living

Learning about how to make healthy snacks at home may encourage youth to eat healthier foods. Learning about vegetables and ChooseMyPlate will help youth make informed, healthy choices.

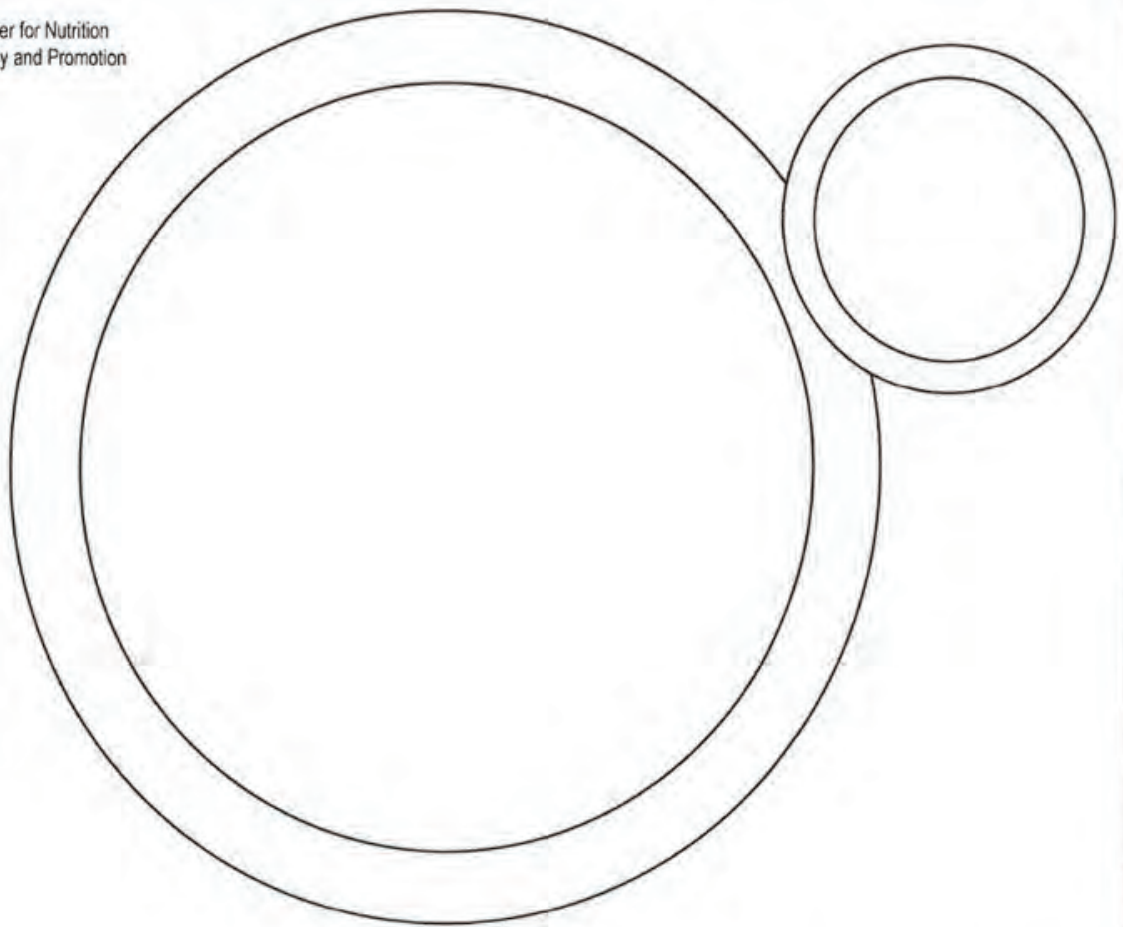
## Science

Combining and blending foods creates new flavors and textures.



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- Zippy Vegetable Dip retrieved from:  
<http://www.bettycrocker.com/recipes/zippy-vegetable-dip/01018a20-96db-40fd-99d8-3f05e09da3ad>

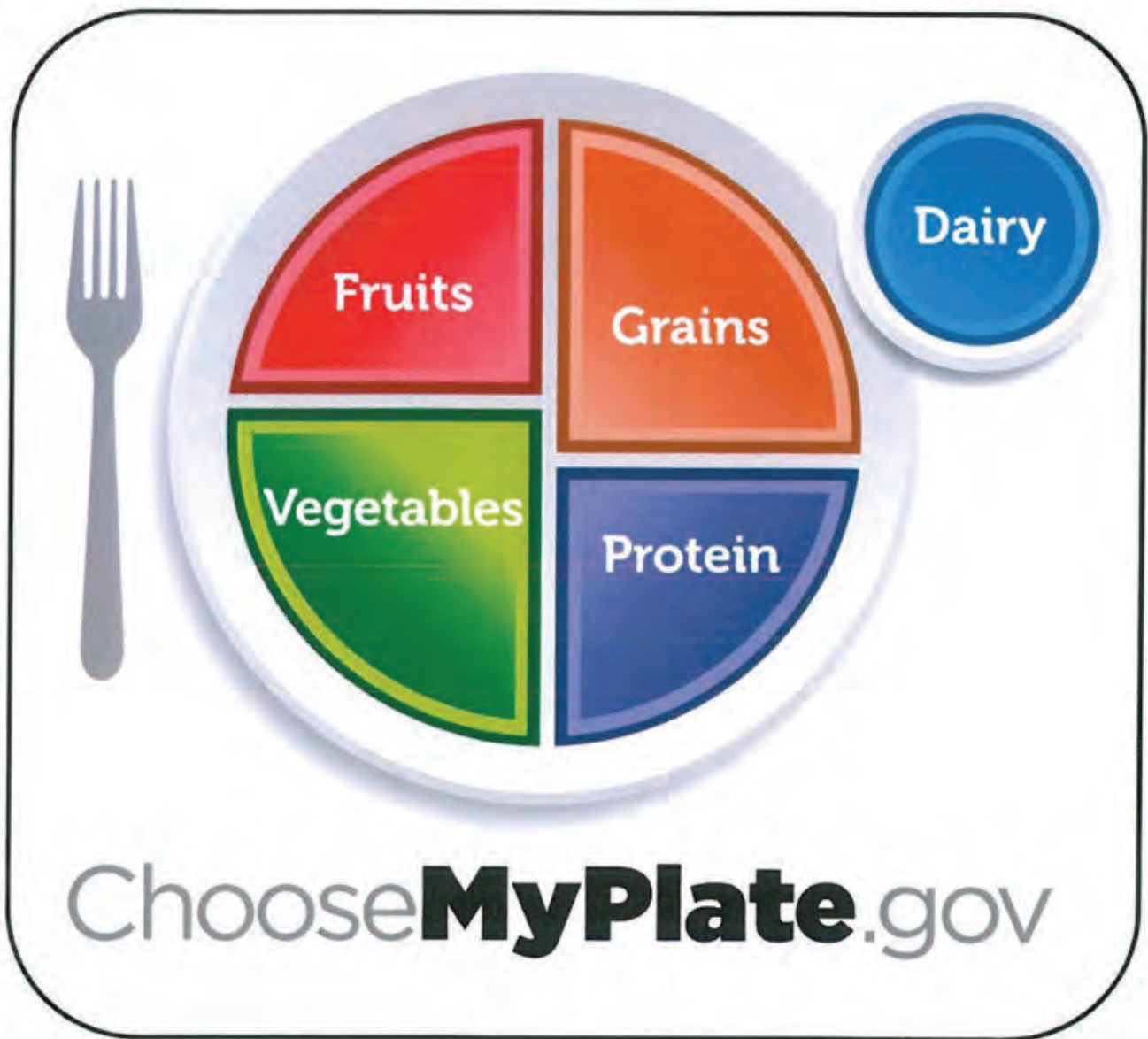


Choose **MyPlate**.gov

It's time to Choose Your Plate!

Color "MyPlate" to match the picture on the other side.

- Draw one fruit in the fruits section. What fruit did you pick? \_\_\_\_\_
- Draw one vegetable in the vegetables section. What vegetable did you pick? \_\_\_\_\_
- Draw one grain in the grains section. What's a healthy grain that you like to eat? \_\_\_\_\_
- Draw one protein in the protein section. What did you pick? \_\_\_\_\_
- Draw one dairy product. What's your favorite dairy product? \_\_\_\_\_



- **Add more vegetables to your day!**
- **Focus on fruits!**
- **Make half your grains whole!**
- **With protein, variety is key!**
- **Got your dairy today?**
- **Be physically active, your way!**

# What's on your plate?



Choose **MyPlate**.gov



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

## Cut back on sodium and empty calories from solid fats and added sugars



Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

## Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

**Children and adolescents:** get 60 minutes or more a day.

**Adults:** get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.

Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soy milk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and meats as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>

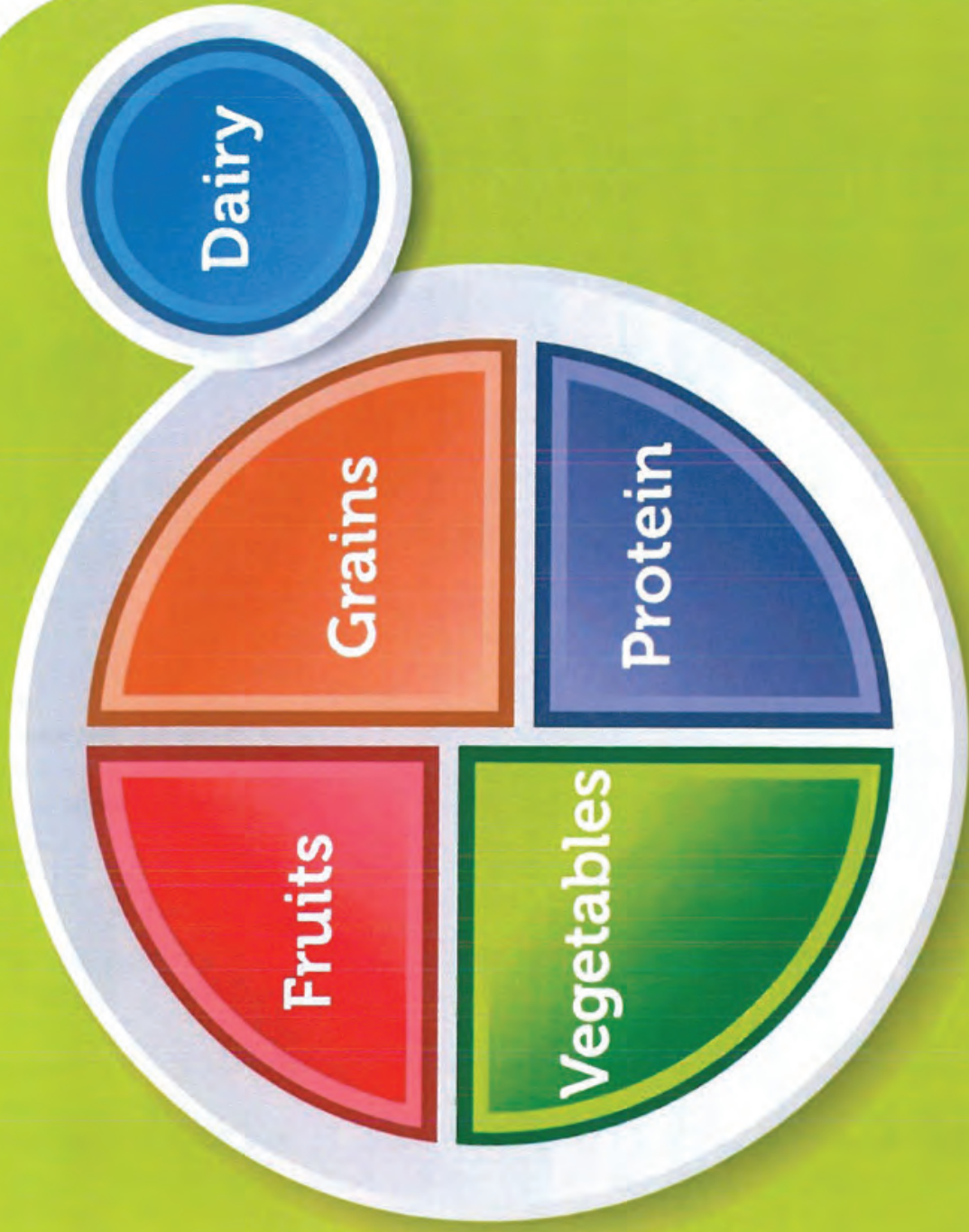
### For a 2,000-calorie daily food plan, you need the amounts below from each food group.

To find amounts personalized for you, go to [ChooseMyPlate.gov](http://ChooseMyPlate.gov)

<p><b>Eat 2½ cups every day</b></p> <p><b>What counts as a cup?</b> 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p><b>Eat 2 cups every day</b></p> <p><b>What counts as a cup?</b> 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p><b>Eat 6 ounces every day</b></p> <p><b>What counts as an ounce?</b> 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p><b>Get 3 cups every day</b></p> <p><b>What counts as a cup?</b> 1 cup of milk, yogurt, or fortified soy milk; 1½ ounces natural or 2 ounces processed cheese</p>	<p><b>Eat 5½ ounces every day</b></p> <p><b>What counts as an ounce?</b> 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>
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U.S. Department of Agriculture • Center for Nutrition Policy and Promotion  
August 2011  
CNPP-25  
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Choose **MyPlate**.gov





## How Much Food is Needed Daily from the Food Groups?



The amount of food you need to eat depends on your age, sex, and level of physical activity.

Age in years	Grains (ounces equivalent)	Vegetables (cups)	Fruit (cups)	Dairy (cups)	Protein (ounces equivalent)
<b>Children</b>					
2-3	3	1	1	2	2
4-8	5	1 ½	1 to 1 ½	2 ½	4
<b>Girls</b>					
9-13	5	2	1 ½	3	5
14-18	6	2 ½	1 ½	3	5
<b>Boys</b>					
9-13	6	2 ½	1 ½	3	5
14-18	8	3	2	3	6 ½
<b>Women</b>					
19-30 **	6	2 ½	2	3	5 ½
31-50	6	2 ½	1 ½	3	5
51 +	5	2	1 ½	3	5
<b>Men</b>					
19-30	8	3	2	3	6 ½
31-50	7	3	2	3	6
51 +	6	2 ½	2	3	5 ½

\*\* This line in the chart represents recommended daily amounts for 2,000 calories.

The amounts in this chart are appropriate for individuals who get less than 30 minutes per day of moderate physical activity beyond normal daily activity. People who are more physically active may consume more calories while staying within calorie needs.	What counts as an ounce?	What counts as a cup?	What counts as a cup?	What counts as a cup?	What counts as an ounce?
	1 slice of bread or a 6" tortilla	1 cup of raw or cooked vegetables or vegetable juice	1 cup of fruit or 100% juice	1 cup of milk, yogurt, or soy beverage	1 oz of meat, poultry, or seafood
	½ cup of cooked rice, cereal, or pasta	2 cups of raw leafy greens	½ cup of dried fruit	1 ½ oz of natural cheese or 2 oz of processed cheese	¼ cup of cooked beans
	1 cup of ready to eat cereal				1 egg
					1 Tbsp of peanut butter
					½ oz of nuts or seeds

# MyPlate tips for kids



## 10 tips for making great tasting snacks

If you're a budding chef, it's easy to create a great tasting snack! Below are some quick ideas that you can make on your own.

### 1 create a yogurt sundae!

Top plain, low-fat or fat-free yogurt with fresh, frozen, or canned fruit, like bananas, strawberries, or peaches. Sprinkle whole-grain cereal on top for crunch.



### 2 make pita pockets

Stuff a small whole-wheat pita with sliced bell peppers, salsa, and a slice of low-fat cheese. Melt in the microwave for 15-20 seconds.



### 3 jazz up your favorite cereal

Make a trail mix! Stir 1/4 cup of unsalted nuts, 1/4 cup of dried raisins or cranberries, and 1/4 cup of whole-grain cereal together.

### 4 make a fruit sandwich

Cut an apple into thin slices. Spread peanut butter or almond butter between two slices to create "apple sandwiches."

### 5 dip your veggies

Create veggie treats by dipping slices of cucumbers, peppers, and carrots in a low-fat salad dressing or hummus.

### 6

#### pack an afterschool snack

For a healthy afterschool snack, keep a fruit cup packed in 100% juice or water in your bag. Some fresh fruit, like bananas and oranges, are also easy to pack and eat any time.



### 7

#### try a piece of cheesy toast!

Toast a slice of whole-wheat bread and top with a slice of your favorite low-fat cheese.

### 8

#### freeze your fruit

For a frozen treat on hot days, try freezing grapes or bananas! Don't forget to peel bananas and pull grapes from the stem before freezing.

### 9

#### power up with 'roll-ups'

Roll a slice of low-salt deli turkey or ham around an apple wedge or around a slice of low-fat cheese.

### 10

#### build a fruit salad

Mix your favorite sliced fruits such as pineapple, grapes, and melon.





# Discover 4-H Healthy Snacks

EXTENSION   
UtahStateUniversity

## Zippy Vegetable Dip

- 1 cup reduced-fat small curd cottage cheese
- 1 cup plain fat-free yogurt or fat-free sour cream (8 ounces)
- 1 envelope (1.2 ounces) Caesar salad dressing mix (try different dry mixes such as ranch, onion, Italian, taco, etc.)
- Raw vegetables for dipping

### Directions

1. Place all ingredients in blender. Cover and blend on medium speed about 30 seconds, stopping blender occasionally to scrape sides, blend until smooth.
2. Cover and refrigerate at least 1 hour to blend flavors. Serve dip with vegetables.

Reference: bettycrocker.com

### Nutrition Information

Serving Size: 2 tablespoons Calories 20 (Calories from Fat 0), Total Fat 0g (Saturated Fat 0g.), Cholesterol 0mg Sodium 160mg Total Carbohydrate 2g (Dietary Fiber 0g), Protein 3g; % Daily Value\*: Iron 0%; Exchanges: \*Percent Daily Values are based on a 2,000 calorie diet.

EXTENSION   
UtahStateUniversity

Utah4-h.org



## Fresh Tomato Salsa

- 3 cups chopped tomatoes
- 1/2 cup chopped green bell pepper
- 1 cup onion, diced
- 1/4 cup minced fresh cilantro
- 2 Tbsp. fresh lime juice
- 4 tsp. chopped fresh jalapeño pepper (including seeds will make it hot)
- 1/2 tsp. ground cumin
- 1/2 tsp. salt
- 1/2 tsp. ground black pepper

### Directions

1. Stir the tomatoes, green bell pepper, onion, cilantro, lime juice, jalapeño pepper, cumin, salt, and pepper in a bowl. Serve with tortilla chips.

Servings: 40

Source: allrecipes.com



## Bruschetta with Roasted Sweet Red Peppers

- 4 – 1 inch slices whole grain baguette bread
- 2 Tbsp. olive oil
- 1 jar (16 oz.) roasted sweet red peppers
- 3 cloves garlic, chopped
- 1 tomato, seeded and chopped
- 1 cup chopped fresh basil
- 1 onion, chopped
- 3 tsp. balsamic vinegar

### Directions

1. Preheat oven's broiler.
2. Slice bread loaf into 1-inch thick portions. Brush each slice on one side with olive oil. Broil, oil-side up, until barely golden. Remove from broiler pan and cool.
3. In a medium bowl, mix together roasted peppers, garlic, mozzarella, tomato, basil, and onion. Sprinkle mixture evenly on each toast portion.
4. Drizzle with balsamic vinegar and serve.

### Yield:

4 servings

### Nutrition Information:

Calories: 250

Total Fat: 9g

Saturated Fat: 1g

Carbohydrates: 36 g

Dietary Fiber: 4g

% of Calories from Fat: 33%

Sodium: 290 mg

Protein: 7g



# 4-H Club Meeting 2

## Recipe Book, Tools, Hand Washing, Fruits



### Supplies

#### Recipe Book

- 4x6 photo album or another choice of recipe organizer for each youth
- Markers
- Stickers
- Copies of recipes from meetings one and two for each youth

#### Tools of the Trade

- Bag
- Common kitchen tools (see activity for ideas)

#### Hand Washing

- Powdered sugar
- Cocoa
- Towels
- Soap

#### Fruit Snacks

- Ingredients for recipes

In this meeting we will be learning basic kitchen skills that you can use to make yummy and nutritious snacks. Creating your own snacks at home can often be a healthier option than store-bought snacks and can be lots of fun!

## Activity #1



### RECIPE BOOK

Create a recipe book to store all the recipes that will be created during the club. Each meeting there will be three recipes to print on cardstock and add to the recipe book.

Have youth organize their recipes from meetings one and two in a small photo album, ringed notebook, or they can punch a hole in the corner and put on a ring.

Decorate the cover using markers, stickers, or other decorations to individualize the recipe holder.

Encourage youth to collect additional recipes they like and add them to the recipes provided in the lessons. Blank recipe cards are included in the curriculum for youth to write other favorite recipes on and add them to the collection, if desired.

Youth can also enter their recipe collection in the County Fair. Blue ribbon entries have at least 30 recipes legibly written or typed. For additional help, compare completed recipe collections to the Recipe Collection judging sheet. **15**

## Activity #2



### LEARNING THE TOOLS OF THE TRADE

All jobs require certain tools. For example, a construction worker needs hammers, nails, and saws to build a house. This activity looks at some of the tools that are needed in the kitchen to prepare food.

1. Fill a large bag with commonly used kitchen tools or utensils. Do not include knives or other sharp objects.
2. Without looking in the bag, have youth take turns removing an object from the bag and giving their best guess of what the tool is and how to use it. If desired, have youth write down information for future use. This activity may be modified for older youth by having them guess what the item is without looking at it.
3. Consider including some of these common kitchen items:
  - Measuring Spoons
  - Rubber Scraper
  - Can Opener
  - Measuring Cups
  - Cutting Board
  - Colander
  - Whisk
  - Oven Mitts
  - Rolling Pin

## Activity #3



### HAND WASHING (Utah State University, 2010)

Our hands are covered with millions of germs and some of them can make us sick. So, before handling any food, it is important to wash our hands. Wash your hands for 20 seconds with soap and water (try singing the ABC song twice) before preparing food.

1. Have youth dust their hands with powdered sugar and then wash and wipe dry on a black towel (or dust hands with cocoa powder and wipe on a white towel).
2. Notice if there is any residue on the towel and, if necessary, remind youth of proper hand washing techniques to remove all dirt. Have youth wash their hands again if needed.
3. Option: The local Extension office may also have a Hand-i-wash hand washing education system that you could borrow. This includes a black light and special lotion to show if hands are clean. More information and activities about proper hand washing can be found at [www.soaperhero.org](http://www.soaperhero.org).

## Activity #4



### FRUIT SNACKS

Assist youth in preparing one or more of the fruit recipes in the back of the lesson and then enjoy eating their creation.



## Reflect

- Why is it helpful to have recipes and write them down?
- Why is it important to have the right tools when you are cooking?
- What new tool did you learn about that you can use in the kitchen?
- Why is it important to wash hands before touching food?
- What other recipes do you want to learn how to make?

## Apply

- Having directions/instructions such as recipes can help us more effectively complete a task. What other tasks can directions/instructions help us complete?
- What other kinds of jobs require the right tools for the job? What would happen if you didn't have the right tools to do a task?



## Belonging

Set the tone for an inclusive environment. This type of environment is one that creates a sense of belonging and encourages and supports its members with positive and specific feedback. Give words of encouragement and praise to the youth as they participate in the activities.

## Healthy Living

Learning about how to make healthy snacks at home may encourage youth to eat healthier foods.

## Science

Food safety-bacteria



## References

Oklahoma State Department of Health. (2012). Kids cook: A Cooking with WIC Cookbook. Fantastic Fruit Smoothie Retrieved from:[http://www.nal.usda.gov/wicworks/Sharing\\_Center/OK/KidsCookCookboo.pdf](http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf)

Recipe Collection judging sheet:  
<http://utah4h.org/files/uploads/Events%20and%20Registration/State%20Fair/Healthy%20Lifestyles%20Education.pdf>

Skinnymys. (2014) Skinny peanut butter-yogurt dip. Retrieved from: <http://skinnymys.com/skinny-peanut-butter-yogurt-dip/>

Utah State University (2010). Soaper heros: Be a soaper hero. Wash your hands! Retrieved from <http://www.soaperhero.org/>



## Skinny Peanut Butter-Yogurt Dip

- ½ cup Greek yogurt, fat free, plain
- ¼ cup natural peanut butter, crunchy recommended

### Directions

1. Combine all the ingredients in a small bowl, refrigerate until ready to eat.
2. Serve with your favorite fruit or veggie. Organic apple wedges are especially tasty.



## Fresh Seasonal Fruit Salad

- 1 banana
- 1 apple
- 1 orange  
(Substitute with fruit that is in season, such as 1 cup berries or grapes)
- 1-6 oz. container nonfat yogurt (lemon, lime or vanilla)

### Directions

1. Chop fruit into bite-sized pieces.
2. Mix yogurt into fruit.
3. Serve immediately.





## Fantastic Fruit Smoothie

- 1 banana
- ½ cup orange juice
- ½ cup nonfat yogurt (plain or vanilla flavored)
- ¼ cup frozen berries

### Directions

1. Combine all ingredients in a blender.
2. Cover with lid and blend until smooth.
3. Pour into a pretty glass and serve with a fun straw.

This is delicious with mixed berries, strawberries, or even frozen peaches!



# Recipe Collection Judges Sheet



HEALTHY LIVING EDUCATION

10/08

## RECIPE COLLECTION



Name \_\_\_\_\_  
 County \_\_\_\_\_  
 Class \_\_\_\_\_  
 Project \_\_\_\_\_

Ribbon Awarded  
(circle one)

Blue  
 Red  
 White  
 No Award

	Excellent	Good	Fair	Needs Improvement
Appearance: Attractive Neat Original				
Organization: Divisions specific Recipes easy to find				
Usability: Recipes easily read Removable				
Recipe format: All ingredients included in order of use Standard abbreviations for amounts Complete mixing instructions Yield given Pan or bowl size Cooking temperatures given				
Follows exhibit requirements				

Comments (may be written on the back of score sheet):



### Supplies

#### Measuring

- Dry measuring cups
- Liquid measuring cups
- Measuring spoons
- Dry ingredients
- Liquid ingredients
- Solid ingredients

#### Whole Grain Activity

- Food packaged with Whole Grain Stamp symbols

#### Whole Grain Snacks

- Ingredients for selected recipes
- Recipe books (from meeting #2)
- Copies of recipe cards for each youth

In this meeting we will learn how to measure basic ingredients and learn about the importance of whole grains in our diet. We will make several snacks that use whole grains.

## Activity #1



### MEASURING EQUIPMENT

Recipes need to be followed carefully in order to prepare them correctly. Measuring is very important to the success of a recipe. There are special utensils to use to help measure ingredients. It's easy to measure correctly if standard tools are used. Never substitute a dry measuring cup for a liquid measuring cup. It is easy to spill fluids when a dry measuring cup is filled to the top.

#### Dry Measuring Cups

These cups usually come in a set of four and include a  $\frac{1}{4}$  cup,  $\frac{1}{3}$  cup,  $\frac{1}{2}$  cup, and a 1 cup. Some sets include additional sizes.

#### Liquid Measuring Cups

Liquid measuring cups have a pour spout and a space above the last measuring line so liquids don't spill during measuring and pouring.

#### Measuring Spoons

These are used for measuring small amounts of both liquid and dry ingredients. It's convenient to have two sets to eliminate the need to rewash them in the middle of food preparation.

---

## Activity #2

### LEARN HOW TO MEASURE CORRECTLY

#### **Dry Ingredients**

Spoon the ingredient (sugar, oatmeal, nuts, etc.) into a dry measuring cup to overflowing. Use a straight edge such as a knife or metal spatula to level off the top.

#### **Brown Sugar**

Break up any clumps in the brown sugar. Spoon into a dry measuring cup and pack down firmly with the back of the spoon until overflowing, then use a straight edge to level off.

#### **Flour**

Use a spoon to stir flour. Spoon flour into a dry measuring cup and continue until the cup is overflowing. Be careful not to pack down. Level off with a straight edge.

#### **Shortening**

Spoon small amounts of shortening into a dry measuring cup that has been rinsed with hot water. Using a rubber spatula, pack firmly until it is overflowing. Level off with a straight edge.

#### **Butter or Margarine**

Cut using the measurement marks on the wrapper as a guide.

#### **Liquids**

Put the liquid measuring cup on the counter or table. Fill the desired liquid to the amount needed as shown on the side of the cup. For complete accuracy you will need to be eye level with the appropriate mark. Use measuring spoons to measure amounts less than  $\frac{1}{4}$  cup.

#### **Liquid Extracts and Juices**

Pour the amount needed into the measuring spoon. Hold the measuring spoon over an empty bowl to catch any spills. Never measure over the mixing bowl or pan.

---

## Activity #3

### DEMONSTRATE HOW TO MEASURE

Demonstrate to others what was learned about measuring.

Take turns giving a short demonstration on how to measure a certain ingredient. Encourage youth to also give a demonstration to their families when they get home.

1. Measure dry ingredients with measuring cups
2. Measure liquid ingredients with measuring cups
3. Measure dry ingredients with measuring spoons
4. Measure liquid ingredients with measuring spoons
5. Measure solid ingredients

## Activity #4

### IDENTIFYING WHOLE GRAINS IN PACKAGED FOODS

In this activity youth will learn about whole grains in packaged foods. This will help youth learn the options they have when incorporating more grains into their diet. Whole grains are important because they add fiber and important vitamins and minerals to the diet. (USDA, n.d.; Whole Grains Council, 2013.)

Whole grains or foods made from them contain all the essential parts and naturally occurring nutrients of the entire grain seed in their original proportions. If the grain has been processed (e.g., cracked, crushed, rolled, extruded, and/or cooked), the food product should deliver the same rich balance of nutrients found in the original grain seed.



The Whole Grains Council has created an official packaging symbol called the Whole Grain Stamp that helps consumers find real whole grain products.

With the Whole Grain Stamp, finding three servings of whole grains is easy: Pick three foods with the 100% Stamp or six foods with ANY Whole Grain Stamp. The 100% Stamp assures you that a food contains a full serving or more of whole grain in each labeled serving and that ALL the grain is whole grain, while the basic Whole Grain Stamp appears on products containing at least half a serving of whole grain per labeled serving.

If the first ingredient listed contains the word “whole” (such as “whole wheat flour” or “whole oats”), it is likely – but not guaranteed – that the product is predominantly whole grain. If there are two grain ingredients and only the second ingredient listed is a whole grain, the product may contain as little as 1% or as much as 49% whole grain (in other words, it could contain a little bit of whole grain, or nearly half).

Set out the various whole grain products you have collected. Look for the Whole Grain Stamp on each product and identify it as a Basic Stamp or 100% Whole Grain Stamp.

## Activity #5

### WHOLE GRAIN SNACKS

1. Provide youth with copies of recipes used in the meeting (at the back of the lesson) and add them to their recipe books created in meeting #2.
2. Choose one or more of the Whole Grain Snack recipes to prepare and sample.



## Reflect

- Why is it important to measure ingredients correctly?
- What is the difference between dry and liquid measuring cups?
- What is a trick you learned when measuring dry ingredients?
- What are some whole grains you would like to incorporate into your diet?
- What whole grains do you consume daily now?
- What is the importance of consuming whole grains?

## Apply

- Whole grains are a great way to get your dietary fiber for the day, which can help your digestive system.
- A benefit from eating whole grains is they help you feel full and satisfied with your meal.
- Choose foods with the 100% Whole Grain Stamp.



## Belonging

The room should be relaxed and welcoming. The environment should encourage discussion and learning. Give youth positive feedback to encourage discussion and group work.

## Healthy Living

Youth will learn about whole and refined grains and which will encourage them to make healthy choices in the future.

## Science

Youth will discuss fiber and the healthy benefits of consuming whole grain fiber.



## References

- Allrecipes.com. (2014). Cheesy Ranch Chex® Mix. Retrieved from <http://allrecipes.com/Recipe/Cheesy-Ranch-Chex-Mix>
- Christensen, D., Haws, S., Weeks, N., et. all. (2010) Fun with foods level 1. Measuring activity. Utah State University Extension publications. <http://extension.usu.edu/files/publications/publication/4-H-HFWF-Lesson1.pdf>
- The Popcorn Board. (2014). Crispy crunchy apple popcorn. Retrieved from <http://www.popcorn.org/NutritionRecipes/Recipes/tabid/67/Default.aspx>
- USDA. (n.d.) Grains. Retrieved from <http://www.choosemyplate.gov/food-groups/grains.html>
- Whole Grains Council. (2013). Whole grains 101. Retrieved from <http://wholegrainscouncil.org/whole-grains-101/definition-of-whole-grains>



## Lemon-Parmesan Popcorn

- 3 cups air-popped popcorn
- 2 tsp olive oil
- ½ tsp. lemon pepper
- Pinch of salt
- 1 Tbsp. Grated Parmesan cheese

### Directions

1. Whisk oil, lemon pepper, and salt in a small bowl.
2. Drizzle over popcorn and toss to coat. Sprinkle with Parmesan and serve immediately.

### Yield:

2 servings

### Nutrition Information:

Calories: 99  
Total Fat: 6g  
Saturated Fat: 1g  
Carbohydrates: 3 g  
Protein: 3g  
Dietary Fiber: 2g  
Sodium: 192 mg  
Potassium: 43 mg



## Cheesy Ranch Chex Mix

- 9 cups Corn Chex®, Rice Chex® or Wheat Chex® cereal (or combination)
- 2 cups whole grain oat cereal
- 2 cups bite-sized whole grain goldfish crackers
- 3 Tbsp. canola oil
- 1 (1 oz.) package ranch dressing and seasoning mix
- ½ cup Parmesan cheese

### Directions

1. In large microwaveable bowl, microwave butter uncovered on High about 30 seconds or until melted. Stir in cereal, pretzels, and crackers until evenly coated. Stir in dressing mix and cheese until evenly coated.
2. Microwave uncovered on High 3 minutes, stirring each minute. Spread on waxed paper or foil to cool, about 15 minutes. Store in airtight container.



## Make Your Own Trail Mix

Combine five of the following:

- Popcorn
- Cereal (low sugar) – Chex®, Cheerios®, Crispix®, Rice Krispies®, Kix®
- Whole Grain Cracker
- Nuts
- Sunflower seeds
- Unsweetened dried fruit – raisins, mango, pineapple, banana chips, unsweetened coconut, etc.

### Directions

1. Toss ingredients in a large bowl.
2. Store trail mix in an air-tight container or individual-sized recloseable baggies.



# 4-H Club Meeting 4

## Oven Safety and Protein Foods



### Supplies

#### Safety

- Oven and stove
- Hot pads, oven mitt

#### Protein Foods

- Pen/pencil
- Glorious Foods Worksheet

#### Protein Snacks

- Ingredients for selected recipes
- Recipe books (from meeting #2)
- Copies of recipe cards for each youth

In this meeting we will learn how to measure basic ingredients and learn about the importance of whole grains in our diet. We will make several snacks that use whole grains.

## Activity #1



### OVEN SAFETY

Cooking and baking are both fun activities. Before proceeding it is important youth know how to safely use the different appliances in the kitchen. The stove and oven are important appliances in the kitchen that can be dangerous. It is important to always use hot pads or oven mitts when placing food in or taking food out of the oven. When using the stove you should always keep pan handles turned in, not hanging over the edge. Turning the pan handles in will help avoid knocking hot pots or pans off the stove. In order to avoid accidental fires you should never place a rag or cloth on top of a hot stove or inside an oven (O'Neil, 2014).

Take the youth into the kitchen and show them where they can find hot pads or oven mitts. Also teach them the difference between the stove knobs/buttons and oven knobs/buttons. Quiz them on all the different parts of the stove.

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## Activity #2



### PROTEIN FOODS

“Proteins function as building blocks for bones, muscles, cartilage, skin, and blood” (USDA, n.d.). Protein is an important part of our diet and is found in meats, beans, peas, nuts, and seeds. Girls and boys between the ages of 9-18 should consume about 5-6.5 oz. of protein daily (USDA, n.d.). For information about protein portion sizes, refer to ChooseMyPlate handout in meeting #1.

If youth are expected to eat healthy, it is important for them to be able to identify and distinguish different food groups. By knowing what types of food fall in each category, youth will have an easier time knowing how to eat well-rounded and healthy meals.

Using a pen or pencil have youth circle all of the protein foods they can find on the “Glorious Foods” worksheet provided at the end of the lesson (4-H EFNEP, 1996). Time the youth for 2 minutes and the person who circles the most correct protein foods wins.

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## Activity #3



### PROTECT OUR HEART – “HEART ALERT” GAME

Choose one person to be “It.” They will use a soft ball to touch the head of the other students, softly (kind of like duck, duck, goose). As they touch the head of the other students, they will call out different foods containing protein such as: black beans, peanut butter, chicken, eggs, fish, etc... until they say “Heart Alert” on one student’s head. That student must then stand up and do five jumping jacks with the student that “Heart Alerted” them.

The person that was “Heart Alerted” then chooses another student to walk around touching the heads of other students naming foods from the protein group until they “Heart Alert” another student. You may switch the type of activity the students must perform to jumping, hopping on one foot, jogging in place, skipping, dancing, or other activities that get their heart to beat faster, making their heart stronger.

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## Activity #4



### PROTEIN SNACKS

1. Provide youth with copies of the recipes used in the meeting (at the back of the lesson) and add them to their recipe books created in meeting #2.
2. Choose one or more of the protein recipes to prepare and sample.



## Reflect

- What are three safety tips when using the oven/stove?
- Why is it important to know which foods fall into certain groups?
- How will developing a healthy diet help you in the future?
- How will knowing kitchen safety help you in the future?

## Apply

- Being safe and following directions are both points that we learned about in this meeting. Give more examples of when it is important to follow safety guidelines. Why are those guidelines there? Are you going to follow them?
- Having a balanced diet is important. We should not eat too much of one food group and none of another. What other areas in your life can you think of that would be important to have balance?



## References

Lindsey. (2012, October 17). How I Make Hummus. Retrieved from <http://pinchofyum.com/how-i-make-hummus>

O' Neil, R. (2014). Oven safety for kids. Retrieved from [http://www.ehow.com/info\\_8187727\\_oven-safety-kids.html](http://www.ehow.com/info_8187727_oven-safety-kids.html)

Protein worksheet adapted from: 4-H EFNEP. (1996). Glorious foods worksheet. Retrieved from <http://www.uen.org/Lessonplan/preview.cgi?LPid=4765>

USDA. (n.d.) Protein foods. Retrieved from <http://www.choosemyplate.gov/food-groups/protein-foods.html>

Youth Create MyPlate. (2015) Protein group grades 3-6. "Heart Alert" game. Utah State University Food Sense Program. <https://extension.usu.edu/fscreate/htm/staff-menu/youth-creates-my-plate/>



## Belonging

Set the tone for an inclusive environment. This type of environment is one that creates a sense of belonging, and encourages and supports its member with positive and specific feedback. Give words of encouragement and praise to the youth as they assist with making the recipe.

## Mastery

You can help the youth master their skills by showing and sharing your knowledge. Demonstrate proper measuring and mixing techniques as you are making recipes. This will help the youth to see and experience first-hand the correct principles and techniques necessary for a quality outcome.

## Independence

Provide opportunities for the youth to participate in and facilitate the meeting such as helping to measure and mix recipe ingredients. This will help them develop a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

## Generosity

Consider teaching a friend how to make one of the recipes from the meeting this week and/or oven and stove safety.

## Healthy Living

Youth will learn how to compare options to make healthy food choices.

## Science

Encourage youth to use math skills to calculate the amount of ingredients needed for recipes.

# Protein Foods

Circle all of the protein foods you can find.

- Pepperoni-pizza
- Cheeseburger
- Eggs
- Beef-roast
- Squash
- Hot-dogs
- Turkey
- Cornbread
- Candy
- Rye bread
- Green beans
- Strawberries
- Tacos
- Pork-chops
- Root-beer
- Muffins
- Raisin
- Whole-wheat-bread
- Carrots
- Castews
- Cola
- Steak
- Refried-beans
- Spinach
- Ham
- Chicken
- Avocado
- Chicken-noodle-soup
- Fish-sticks
- Salad
- Grapes
- Buttermilk
- Milk
- Oatmeal
- Potato-chips
- Chicken-enchiladas
- Butter
- Chocolate-cake
- Zucchini
- Peanut-butter-sandwich
- Apple
- Ice-cream
- Watermelon
- Oatmeal
- Doughnuts
- Rice
- Meatloaf
- Cantaloupe
- Milkshakes
- Bran-cereal
- French-fries
- Apricots
- Pretzels
- Banana
- Shrimp
- Chicken-Alfredo
- Ranch-dressing
- Popcorn
- Lobster



## Ham and Egg in Muffin Tins

- 6 slices lean ham
- 6 large egg
- 1/3 cup sautéed broccoli (or vegetable of choice e.g., onions, spinach, )
- 6 Tbsp. shredded cheddar cheese
- Salt and pepper (to taste)
- Cooking spray

### Directions

1. Pre-heat oven to 375°F. Spray each muffin cup.
2. Line each muffin cup with ham.
3. Sauté broccoli (or vegetable) in frying pan until tender.
4. Break eggs into a bowl and whisk. Add vegetable mixture, salt, and pepper.
5. Pour into the ham cup. Sprinkle with cheese.
6. Bake for 11 – 13 minutes or until set.

Makes 6 servings



## Hummus

- 2 cans chickpeas
- 1 clove garlic or 1 tsp. garlic powder
- 2-3 Tbsp. olive oil
- Up to 1/2 cup water
- 1/2 tsp. salt

### Directions

1. Remove the skins from the chickpeas by gently pinching them until the skin comes off. Discard the skins and reserve the chickpeas.
2. Place de-skinned chickpeas in a blender or food processor with garlic, olive oil, 1/4 cup water, and salt. Blend or puree until very smooth, adding the remaining water 1 Tbsp. at a time if the mixture is too sticky to move through the blender.
3. Once the mixture is going, you can add in a little more olive oil to help achieve a super creamy texture.
4. Serve on pitas, crackers, veggies, or sandwiches.



## Chicken Flatbread Sandwiches

- ½ cup shredded chicken (use store bought rotisserie or canned)
- ¼ cup shredded cheese (mozzarella, cheddar or Colby jack)
- Assorted vegetables (shredded lettuce, sliced peppers, sliced tomato, sliced red onion etc.)
- 1 whole grain flatbread
- 1 Tbsp. lowfat mayonnaise or lowfat ranch dressing (opt.)

### Directions

1. Heat oven on broil setting.
2. Put chicken on one half of the flatbread and the cheese on the other half.
3. Place on baking sheet and put in the oven under the broiler. Watch closely and pull out of the oven when the cheese is melted and bubbly.
4. Add desired vegetables and dressing.
5. Fold in half and eat!





### Supplies

#### Importance of Calcium

- Paper
- Scissors
- Pen or pencil
- Hole punch

#### Mission Possible

- Prepared slips of paper in envelopes
- Stop watch or timer
- Mission Impossible theme song

#### Goals

- Copies of Goals and Schedules worksheet for each youth
- Pen or pencil

#### Making Dairy Snacks

- Ingredients for selected recipes
- Recipe books (from meeting #2)
- Copies of recipe cards for each youth

In this meeting we will learn how to measure basic ingredients and learn about the importance of whole grains in our diet. We will make several snacks that use whole grains.

## Activity #1



### THE IMPORTANCE OF CALCIUM

Dairy foods provide calcium which helps our bones and teeth to stay strong. Strong bones are important to stay healthy and also help us when we exercise. It is important that we get at least three servings of dairy products each day. In order to demonstrate how calcium works each youth will need a piece of paper, scissors, pen or pencil, and a hole punch.

### CALCIUM ACTIVITY

1. Draw a large bone on your piece of paper and cut it out.
2. Take the hole punch and punch holes all over the bone.
3. Imagine that the paper bone is full of calcium and each time a hole is punched in the paper, the bone loses calcium. Notice that as calcium is taken away (as more holes are punched in the paper) the weaker the paper bone becomes.



---

## Activity #2



### EXERCISE

Exercise is one of the most important ways to stay healthy. Youth are advised to have at least 30 minutes of exercise each day. Aerobic activities are one way to improve your heart health or strengthen your heart. Aerobic means “with air,” therefore aerobic exercises are anything that causes you to breathe faster and your heart to beat faster. Physical activities are easy ways to have fun, and also get exercise (Nemours, 2014).

Exercise is important for bone health! Not only do we need healthy bones to be able to exercise, we need exercise to keep healthy bones! When we perform exercise, it sends messages to our bones that they need to stay strong and healthy, and in response, they absorb more calcium from our diet! (NIH 2012)

### “MISSION POSSIBLE”

1. Prepare an envelope for each youth that contains 10 slips of paper with various fitness tasks listed on each slip.
2. Label each envelope “mission.”
3. Play the “Mission Impossible” theme song to help pump them up.
4. Examples of fitness tasks: gallop 1 lap, 30 jumping jacks, curl-ups for 60 seconds, 10 super mans, 20 high jumps, grapevine lap, 20 step jumps, 10 pushups, plank for 60 seconds, wall sit for 60 seconds. (PE Lesson Plans, 2014)

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## Activity #3



### ACTIVITY AND SNACK RECORD

Goals and schedules are great ways to stay active and eat healthy. Give each youth a copy of the Goals and Scheduling Worksheet (see end of lesson) and a pen or pencil. Have each youth write a physical activity and healthy snack goal for each day of the week.

---

## Activity #4



### MAKING DAIRY SNACKS

1. Provide youth with copies of recipes used in the meeting (at the back of the lesson) and add them to their recipe books created in meeting #2.
2. Choose one or more of the attached healthy snack recipes to prepare and sample.



## Reflect

- Why is it important to stay active each day?
- Why should we balance our diet and eat from all of the food groups?
- Why is it important to follow the directions on a recipe?

## Apply

- Making goals and schedules can help us to work more productively and get things done. When else can we make goals and schedules?
- Following directions and instructions helps us when we cook. In what other situations are directions and instructions helpful?



## Belonging

Encourage youth to cheer one another on while doing the exercises.

## Healthy Living

Help youth understand the importance of exercise for staying healthy.

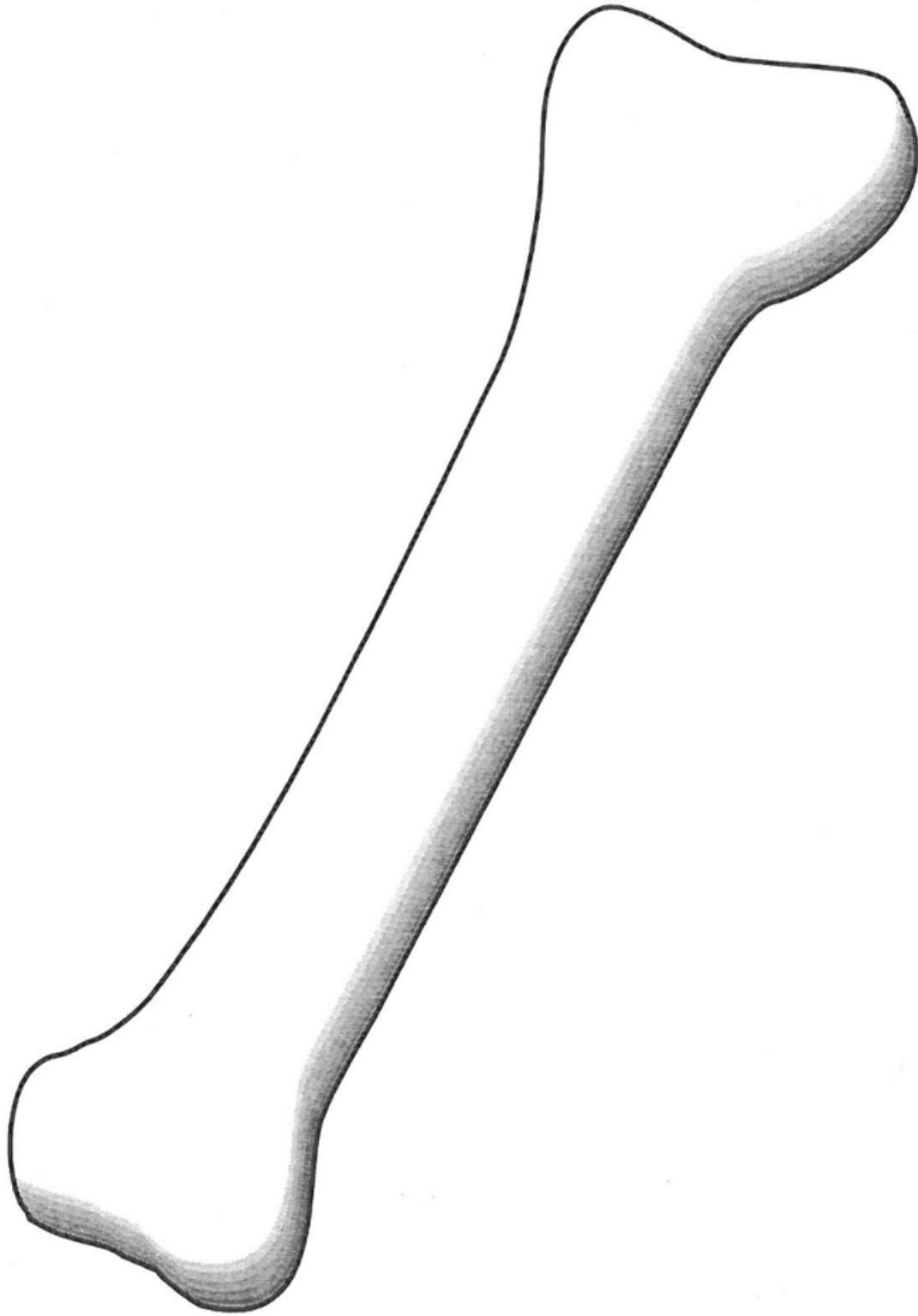
## Science

Youth will experience foods changing from one state to another, i.e., solid to liquid.



## References

- Exploring the Food Pyramid with Professor Popcorn and Hooked on Health, Purdue University Cooperative Extension Service, 4-H EFNEP, 1996. Calcium activity.NI
- Mango frozen yogurt. (2014). Retrieved from [http://www.eatingwell.com/recipes/instant\\_mango\\_frozen\\_yogurt.html](http://www.eatingwell.com/recipes/instant_mango_frozen_yogurt.html)
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# Activity and Snack Record

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
--	------	------	-------	------	--------	------	------

Physical Activity							
Healthy Snack							



## Mango Frozen Yogurt

- 4 ½ cups diced frozen mango (16-oz. bag), not thawed
- 1 ½ cups nonfat vanilla or plain, or Greek yogurt

### Directions

1. Combine mango and yogurt in a food processor or blender. Process until smooth.



## Yogurt Parfaits

- 6 oz. container nonfat vanilla or Greek yogurt
- ½ cup berries (strawberries, raspberries, blackberries, blueberries)
- Granola (optional)

### Directions

1. In a clear container (clear plastic cup or drinking glass) put  $\frac{1}{3}$  of the yogurt in. Then add half of the berries for the next layer. Repeat ending with the yogurt on top.
2. Sprinkle with granola if desired.



## Cheese Quesadillas

- 2 Whole grain tortillas
- ½ cup shredded cheese (mozzarella, cheddar or Colby jack)
- 2 Tbsp. nonfat refried beans
- 2 Tbsp. diced and sautéed vegetables (e.g., tomatoes, onions, peppers)

### Directions

1. Heat skillet on medium heat. Sauté vegetables in fry pan. Remove from pan.
2. Put the cheese and veggies on whole grain tortilla and then place another tortilla on top. Spray skillet with non-stick cooking spray. Put tortillas with cheese in skillet and cook until golden brown. Flip to the other side and cook until golden brown. Remove from heat and slice into wedges.
3. Eat as is or with salsa.





# 4-H Club Meeting 6

## Choosing Healthy Snacks



### Supplies

#### Making Healthy Snack Choices

- Copies of FDA.gov Label Handouts

#### Challenge Your Brain

- Paper
- Pencil

#### Preparing Healthy Snacks

- Ingredients for selected recipes
- Recipe books (from meeting #2)
- Copies of recipe cards for each youth

In this club meeting youth will be learning how to make healthy snack choices by reading ingredient and nutrition labels. Youth will also learn to recognize what healthy snacks are and prepare some yummy healthy snacks. Review activity and snack record from meeting #5.

## Activity #1



### MAKING HEALTHY SNACK CHOICES

1. Set out several wrappers of commercial packaged snacks such as chips, cookies, or fruit snacks in pairs, preferably with one option clearly being a more healthy choice. For example, a fruit snack package and a 100% fruit leather package.
2. Create a sign or designate a spot for "Healthier Snack" and "Not So Healthy Snack."
3. Read the handouts from fda.gov and discuss how to compare snack foods and decide which is healthier. Without going into great detail, you may want to briefly discuss the labels on the packages or the ingredients list.

#### Ingredients list:

Locate the ingredients list on a packaged item. The ingredient list tells us exactly what is in the food, with the main ingredients listed first and the ingredients with smaller quantities listed last. Beware of food that start out with sugars (like sugar, corn syrup, and sucrose), fats and oils (such as vegetable oil or soybean oil), and salt. If these ingredients appear at the beginning of the ingredient list, the food is probably not a healthy choice.

Beware of foods that contain multiple forms of the same type of ingredient, as they can add up! In many cases the longer an ingredient list is, the less natural and healthy the food is. Look for foods that have short ingredient lists with natural ingredients.



## MAKING HEALTHY SNACK CHOICES CONTINUED

### Nutrition Label:

Locate the nutrition label. Compare items for the amount of sugar, fat, sodium, fiber, and vitamins and minerals. The healthier food choice will generally be lower in fat, sugar, and salt and have higher amounts of fiber, protein, and/or vitamins and minerals. It is also important to avoid foods that have high amounts of saturated or trans fats.

4. Have youth work in pairs or as a group and compare similar items and decide in which area the item should be placed. Discuss the reason for the decision as a group.

## Activity #2

### CHALLENGE YOUR BRAIN: HEALTHY SNACK OPTIONS

There are so many healthy snack possibilities. What healthy snack options can you think of? Remember, some of the best healthy snacks don't come with labels, such as fruit and vegetables. It's also a good idea to try to include at least two food groups (Oklahoma State Department of Health, 2012).

Hand out a piece of paper and a pencil or pen to each youth. Ask youth to list as many healthy snack options they can think of in 3 minutes and then compare answers.

#### Here are some snack ideas:

Applesauce	Flour tortilla roll-ups	Peanut butter sandwich
Bagel with light cream cheese	Fruit leather	Pizza on English muffin
Bananas in pudding	Fruit juice popsicles	Popcorn (97% fat free)
Bananas, yogurt covered, frozen	Fruit	Pudding
Celery with peanut butter	Fruit with yogurt dip	Smoothies
Cereal (dry) snack mix	Graham crackers with peanut butter	Tortilla with cheese and salsa
Cheese and crackers	Granola bars (homemade)	Vegetables with dip
Cheese on bread, toasted	Jerky	Vegetables and crackers
Cottage cheese	Muffins (whole grain)	Yogurt
Egg, boiled	Nuts and raisins	Frozen yogurt with fruit

## Activity #3

### PREPARING HEALTHY SNACKS

1. Provide youth with copies of recipes used in the meeting (at the back of the lesson) and add them to their recipe books created in meeting #2.
2. Choose one or more of the attached healthy snack recipes to prepare and sample.





## Reflect

- Why is it important to choose healthier food options?
- Why is it important to strive to have at least 2 food groups in a snack?
- How can knowing how to make your own healthy snacks help you with your health for years to come?
- What is a safety tip you would give to someone who is cooking on a stovetop for the first time?

## Apply

- It is often helpful to compare items before we make decisions. What other things can you think of that you might compare? How can comparing items help us?



## Belonging

Set the tone for an inclusive environment. This type of environment is one that creates a sense of belonging, and encourages and supports its members with positive and specific feedback. Give words of encouragement and praise to the youth as they assist with making the recipe.

## Mastery

You can help the youth master their skills by showing and sharing your knowledge. Demonstrate proper measuring and mixing techniques as you are making recipes. This will help the youth to see and experience first-hand the correct principles and techniques necessary for a quality outcome.

## Independence

Provide opportunities for the youth to participate and facilitate in the meeting such as helping to measure and mix recipe ingredients. This will help to develop a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

## Generosity

Consider sharing some of the cookies they made with someone outside of the 4-H group.

## Science

Encourage youth to use math skills to calculate the amount of ingredients.

## Healthy Living

Youth will learn how to compare options to make healthy food choices.



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## References

Baked Potato Chips. Retrieved from: <http://www.oprah.com/food/Baked-Potato-Chips-Recipe>

FDA (2014) <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm281746.htm#kids> retrieved 8/18/14

Oklahoma State Department of Health. (2012). Kids cook: A cooking with WIC cookbook. Retrieved from [http://www.nal.usda.gov/wicworks/Sharing\\_Center/OK/KidsCookCookboo.pdf](http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf)

# The Nutrition Facts Label

## Look for it and Use It!

Information you need to make healthy choices throughout your day



Found on all packaged foods and beverages



Use it to compare foods!



Choose the foods that are high in nutrients to get more of, and low in nutrients to get less of.



If you consume more calories than you burn, you gain weight.

400 calories or more per serving is high; 100 calories per serving is moderate.

### Calories

Check the serving size on food packages. The information listed on the Nutrition Facts Label is based on one serving. Servings are shown in common measurements like cups, ounces, or pieces.

One package may contain more than one serving! If you eat multiple servings – you're getting "multiples" on calories and nutrients, too.

### Serving Size & Servings Per Container

**2SERVINGS = CALORIESX2**

Nutrition Facts		Calories from Fat 45	
Serving Size 1 package (272g)		Servings Per Container 1	
Amount Per Serving	Calories 300		% Daily Value*
Total Fat 5g			8%
Saturated Fat 1.5g			9%
Trans Fat 0g			
Cholesterol 30mg			10%
Sodium 430mg			18%
Total Carbohydrate 55g			18%
Dietary Fiber 6g			25%
Sugars 23g			
Protein 14g			
Vitamin A			80%
Vitamin C			35%
Calcium			6%
Iron			15%

\* Percent Daily Values are based on a diet of 2,000 calories. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

### Nutrients

#### Nutrients To Get More Of

Get 100% DV of these:

- Calcium
- Dietary Fiber
- Iron
- Vitamins A & C

#### Nutrients To Get Less Of

Get less than 100% DV of these:

- Cholesterol
  - Saturated Fat
  - Sodium
- Sugars and Trans Fat are nutrients to get less of, but they have no %DV. Use grams to compare!

To meet these goals, eat a variety of foods, including:

- fruits and vegetables
- lean meats and poultry
- whole grains
- fat-free or low-fat milk/ milk products
- beans and peas
- soy products
- eggs
- seafood
- unsalted nuts and seeds

When comparing nutrients in foods, use %DV.

%DV = Percent Daily Value



5% DV or less per serving is low

20% DV or more per serving is high

%DV is based on "Daily Values" – the amounts of nutrients recommended for Americans aged 4 and older to eat every day.

**Nutrition Facts**  
Read the Label

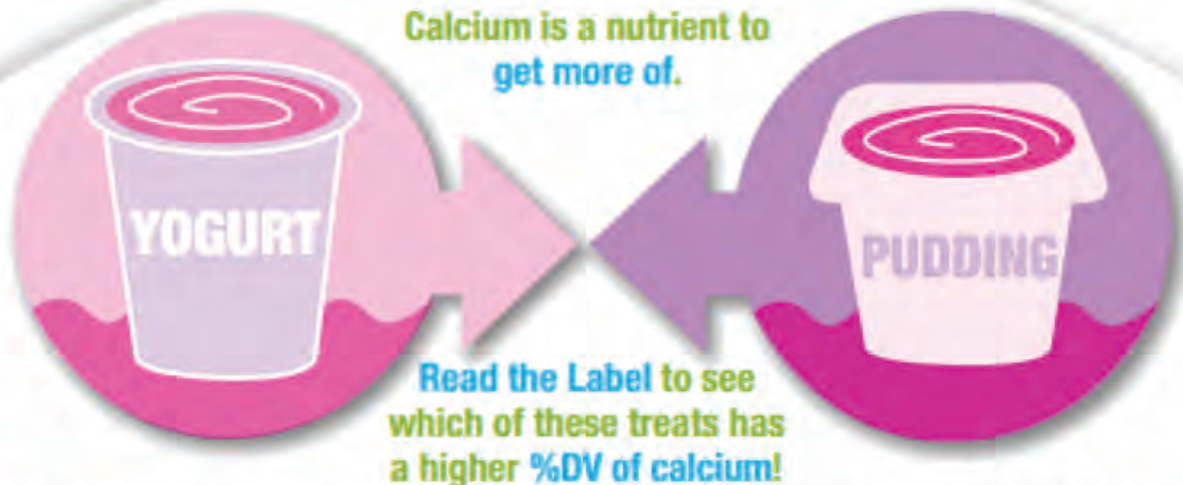


www.fda.gov/nutritioneducation

Percent Daily Values on the Nutrition Facts Label are based on a 2,000 calorie diet; however, your Daily Values may be higher or lower depending on your calorie needs. Calorie needs vary according to age, gender, and physical activity level. Visit [www.choosemyplate.gov](http://www.choosemyplate.gov) to find your calorie needs.

# READ THE LABEL ON SNACKS

Both of these are packed with strawberry flavor — but the label reveals how different they actually are!



Strawberry Yogurt

## Nutrition Facts

Serving Size 1 cup (8 oz)  
Servings Per Container 1

Amount Per Serving		% Daily Value*
<b>Calories</b> 120	Calories from Fat 10	
<b>Total Fat</b> 1.5g		2%
Saturated Fat 1g		5%
Trans Fat 0g		
<b>Cholesterol</b> 5mg		2%
<b>Sodium</b> 125mg		5%
<b>Total Carbohydrate</b> 21g		7%
Dietary Fiber 1g		4%
Sugars 21g		
<b>Protein</b> 6g		
Vitamin A 2%	Vitamin C 0%	
Calcium 25%	Iron 0%	

\*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Strawberry Pudding

## Nutrition Facts

Serving Size 1 pudding (113g)  
Servings Per Container 1

Amount Per Serving		% Daily Value*
<b>Calories</b> 130	Calories from Fat 25	
<b>Total Fat</b> 3g		5%
Saturated Fat 2g		10%
Trans Fat 0g		
<b>Cholesterol</b> 5mg		2%
<b>Sodium</b> 85mg		4%
<b>Total Carbohydrate</b> 25g		8%
Dietary Fiber 0g		0%
Sugars 20g		
<b>Protein</b> 2g		
Vitamin A 4%	Vitamin C 0%	
Calcium 6%	Iron 0%	

\*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Strawberry Yogurt = 25% DV of Calcium; Strawberry Pudding = 6% DV of Calcium.

## Have fun with Friends

Frozen treats can be irresistible — but sometimes they can have “empty calories” (which means they can be low in nutritional value). Challenge your friends to choose those that are most nutrient-dense: **Read the Label** to find frozen treats that have fewer calories from fat and are higher in protein!

When choosing milk and milk products, go for **low-fat (1%) or fat-free (skim)** milk, yogurt or cheese. **Remember:** 5% DV of a nutrient is low; 20% is high.

**Nutrition Facts**  
**Read the Label**

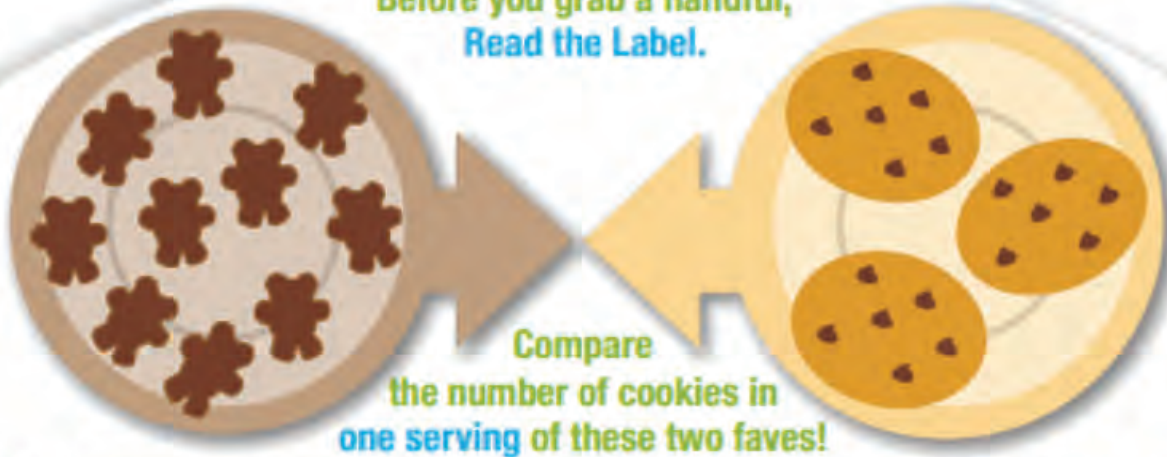


[www.fda.gov/nutritioneducation](http://www.fda.gov/nutritioneducation)

# READ THE LABEL ON SNACKS

Cookies rock.  
But did you know ...  
not all cookies are  
created equal!

Before you grab a handful,  
Read the Label.



Compare  
the number of cookies in  
one serving of these two faves!

## Chocolate Graham Cookies

### Nutrition Facts

Serving Size 24 cookies (30g)  
Servings Per Container 7

#### Amount Per Serving

**Calories** 140      Calories from Fat 40

**% Daily Value\***

**Total Fat** 4.5g      **7%**

Saturated Fat 0g      **0%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 125mg      **5%**

**Total Carbohydrate** 22g      **7%**

Dietary Fiber 1g      **2%**

Sugars 8g

**Protein** 2g

Vitamin A 0%      •      Vitamin C 0%

Calcium 20%      •      Iron 4%

\* Percent Daily Values are based on a 2,000 calorie diet.  
Your Daily Values may be higher or lower depending on  
your calorie needs.

### Nutrition Facts

Serving Size 3 cookies (36g)  
Servings Per Container 18

#### Amount Per Serving

**Calories** 170      Calories from Fat 70

**% Daily Value\***

**Total Fat** 8g      **12%**

Saturated Fat 2.5g      **12%**

Trans Fat 1.5g

**Cholesterol** 5mg      **0%**

**Sodium** 125mg      **5%**

**Total Carbohydrate** 23g      **8%**

Dietary Fiber 1g      **0%**

Sugars 14g

**Protein** 1g

Vitamin A 0%      •      Vitamin C 0%

Calcium 0%      •      Iron 4%

Percent Daily Values are based on a 2,000 calorie diet.  
Your Daily Values may be higher or lower depending on  
your calorie needs.

## Chocolate Chip Cookies

Remember: Check serving size. One package  
may contain more than one serving!

## Have fun with Friends

Create a cookie patrol squad! Use the  
**Nutrition Facts Label** to compare the differences  
between your after-school favorites. Look for options with  
lower cholesterol, lower total fat, and fewer calories from fat!

### Nutrition Facts

Read the Label



www.fda.gov/nutritioneducation

Chocolate Graham Cookies = 24 cookies per serving; Chocolate Chip Cookies = 3 cookies per serving.



## Apple Cinnamon Pancakes

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- 1 ½ cups whole-wheat flour
- 2 tsp. baking powder
- 1 tsp. ground cinnamon
- ¼ tsp. baking soda
- ¼ tsp. salt
- 1 large egg
- 1 ½ cups buttermilk\*
- 1 cup grated apple, (about 1 medium)
- 2 Tbsp. canola oil
- 1 Tbsp. sugar
- 1 tsp. vanilla

**Yield:**  
7 servings  
4 (2 inch) pancakes each

**Nutrition Information:**  
Calories: 176  
Total Fat: 5g  
Saturated Fat: 1g  
Carbohydrates: 28g  
Added sugars: 2 g  
Total sugars: 7g  
Protein: 6g  
Dietary Fiber: 3g  
Sodium: 333 mg  
Potassium: 154 mg

### Directions

1. Whisk flour, baking powder, cinnamon, baking soda, and salt in a large bowl. Whisk egg, buttermilk, apple, oil, sugar and vanilla in a medium bowl. Make a well in the center of the dry ingredients, add the wet ingredients and whisk just until combined. Resist over mixing—it will make the pancakes tough.
2. Let the batter sit, without stirring, for 10 to 15 minutes. As the batter rests, the baking powder forms bubbles that create fluffy pancakes and the gluten in the flour releases to make them more tender.
3. Coat a large nonstick skillet or griddle with cooking spray; heat over medium heat. Without stirring the batter, measure out pancakes using about 2 Tbsp. batter per pancake and pour into the pan (or onto the griddle). Cook until the edges are dry and you see bubbles on the surface, 2 to 4 minutes. Flip and cook until golden brown on the other side, 2 to 4 minutes. Repeat with the remaining batter, coating the pan with cooking spray and reducing the heat as needed.

\*Substitute “sour milk”: mix 1 ½ Tbsp. lemon juice or vinegar to 1 ½ cup nonfat milk; let stand for about 10 minutes before using

[Utah4-h.org](http://Utah4-h.org)



## Apple Sandwich

- 1 medium apple
- 3 tablespoons nut butter (we like almond butter or peanut butter)
- 3 tablespoons of granola

### Directions

1. Slice the apple into half-inch rounds. Using a knife, spoon, or melon baller, remove the apple's core. (If you're fortunate enough to have an apple corer, feel free to use that before slicing!)
2. Mix the nut butter with the granola. Stuff the apple center with the butter. Chill and slice, sprinkle with cinnamon.

Optional: sprinkle with cinnamon or replace granola with dark chocolate chips for a tasty dessert.

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UtahStateUniversity

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## Baked Veggie Chips

- 1 sweet potato, peeled and thinly sliced, or carrots, beets, parsnips or kale
- 2 tsp. extra-virgin olive oil
- Pinch of salt, or other seasoning like onion powder or garlic salt
- Freshly ground pepper

### Directions

1. Preheat oven to 375°. Slice potatoes or veggies lengthwise very thin (about  $\frac{1}{16}$  inch).
2. Place veggies in a small bowl set aside. Mix your olive oil and seasoning. Pour over veggies and stir until lightly coated with oil mixture.
3. Place potato slices side by side on hot baking sheets. Bake 7 to 10 minutes, check and turn chips. Bake another 10 to 15 minutes or until golden brown and crisp.
4. Remove and cool on paper towels. Eat warm or store in airtight container.









## More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

## Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Stay *Connected*

### Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

## Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



## Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Discover *Service*

### Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

### Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

## Hold a Club Service Project

USU Collegiate 4-H Club hosted “The Gift of Giving” as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



## Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

## Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

## Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



## Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>