

4-H

Foods and Nutrition Proficiency Program

A Member's Guide

OVERVIEW

The **4-H Foods and Nutrition program** helps you learn what you need to know about your 4-H project. Your project leader will assist you in setting and achieving your goals. Through your project you will acquire food preparation skills and learn about purchasing, preparing and serving tasty, attractive, nutritious meals and snacks.

There are many resources to help you learn about your project:

- ◆ The *4-H Publications Catalog* lists a variety of project materials and resources recommended for use in your project.
- ◆ The *North Region 4-H Educational Resources and Lending Library* at your county 4-H office includes other books, videos and reference materials that can be checked out by members and leaders.
- ◆ County Public Health Department nutritionists and hospital dietitians are good sources of information.
- ◆ Food speciality stores frequently offer classes and other educational activities.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- **Level I - "Explorer"**, you begin to learn about nutritious foods and how to prepare snacks.
- **Level II - "Producer"**, you keep a record of what you eat, learn more about nutrition, and try new recipes.
- **Level III - "Consumer"**, you become experienced in many areas of foods and nutrition.
- **Level IV - "Leader"**, allows you to show your own leadership potential.
- **Level V - "Researcher"**, you carry out a demonstration or experiment on some aspect of Food and Nutrition and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement and notify your 4-H office.

KEEP IN YOUR RECORD BOOK

Level I=Beginning, Level II=Intermediate,
Level III=Advanced
Levels IV and V together are to be
accomplished by Junior and Teen Leaders
in this project, to be passed by 70%.
An appropriate pin will be provided

FOODS AND NUTRITION

Level I - Explorer

Date _____
Completed _____

Project: _____

- ____ 1. Name the basic food groups in the Food Pyramid. Identify standard serving sizes and the number of daily servings needed from each of the groups.
- ____ 2. Name four nutrients and describe the main functions of each in the human body. Name three good food sources of each nutrient.
- ____ 3. Describe how to measure your own fitness level and identify at least four fitness activities you could enjoy.
- ____ 4. Explain why it is important to eat breakfast; plan and prepare a simple breakfast menu.
- ____ 5. Demonstrate how to measure liquid and dry ingredients correctly.
- ____ 6. Name ten common cooking utensils found in the kitchen.
- ____ 7. Demonstrate how to use a sharp knife safely for cutting and chopping.
- ____ 8. Demonstrate how to safely use the oven, stove top, and microwave oven.
- ____ 9. Prepare at least three nutritious snacks.
- ____ 10. Describe at least two ways to conserve energy when cooking.
- ____ 11. Plan and prepare a simple balanced menu for your family and share your menu with your project members.
- ____ 12. Identify the main information on a food label; state the major ingredient in the food product using the ingredient listing on a food label.
- ____ 13. Explain two common courtesies expected during food preparation.
- ____ 14. Demonstrate how to present an attractive meal.
- ____ 15. Describe what is meant by the term "balanced diet".

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FOODS AND NUTRITION

Level II- Producer

Date _____
Completed _____

Project: _____

- _____ 1. Keep a good record of all you have eaten for three days. Check to see if you have eaten the recommended number of servings from each food group in the Food Pyramid for the three days. Discuss any changes you should make in your diet.
- _____ 2. Name at least four foods high in sodium, four foods high in fat, and four foods high in sugar. Name lower sodium/fat/sugar alternatives for these foods.
- _____ 3. State the function of each of the following nutrients in the body and be able to name four food sources for each: Calcium, Iron, Protein, Vitamin A, B Vitamins, Vitamin C.
- _____ 4. List the pros and cons of taking a vitamin-mineral supplement.
- _____ 5. Describe the role of fiber in the digestive tract and name four good food sources.
- _____ 6. List three basic rules for keeping food safe to eat. Describe the classic symptoms of food poisoning.
- _____ 7. Prepare vegetables by steaming, stir frying, microwave preparation, baking. Compare time of preparation, ease of cooking, effect on color and flavor.
- _____ 8. Display something you have created in your project at least once outside of your project group.
- _____ 9. Discuss two different types of vegetarian diets. Plan a day's menu, following the Food Pyramid, for a vegetarian eating plan. Prepare a balanced vegetarian menu that includes no animal products.
- _____ 10. Visit someone who is an expert in some field of food and nutrition. Find out about the necessary educational background and job responsibilities by interviewing the professional.
- _____ 11. Set up a personal physical fitness plan and keep track of your exercise and fitness over a two month period.
- _____ 12. Try at least four new recipes for foods you have never tried before, including whole grains, fresh vegetables, and dried beans.
- _____ 13. Compare the cost of making an item from scratch with the cost of buying it ready made or in prepared mix packages.
- _____ 14. Help someone else by sharing your knowledge or by giving away a product from your project to show positive citizenship.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FOODS AND NUTRITION

Level III - Consumer

Date _____
Completed _____

Project: _____

- ___ 1. Invite a guest speaker to one of your meetings and introduce them to the group.
- ___ 2. Explain or describe three diseases or health conditions and their treatment or prevention using dietary measures.
- ___ 3. Keep a personal reference library of literature that will be helpful in your project.
- ___ 4. Use your imagination to create a brand new food product. Design a package for the product, including the information for a food label. Develop an advertising and promotional campaign for this new product. How will you create an interest in and demand for the new product?
- ___ 5. Contact a local, state, or national association related to your project. Explain to your project or group what this association has to offer its members or other interested individuals.
- ___ 6. Describe, in detail, five ways to save money on your family food bills.
- ___ 7. Create a personal recipe file of at least fifty recipes you have prepared, including breads, main dishes, salads, vegetable foods, desserts, pasta, rice dishes, and appetizers.
- ___ 8. Set up a display or demonstration of your project at Presentation Day/Fairs/County field days.
- ___ 9. Alone or with your group, select a nutrition topic you would like to know more about, research this topic, and share this information with others in two of the following ways:
 - bulletin board display
 - written pamphlet
 - news article
 - club/group discussion
 - judging kit
 - poster
 - radio spot
- ___ 10. Compare a brown bag lunch from home, a school lunch, and a fast-food lunch with respect to cost, preparation time, and calories.
- ___ 11. Using a prepared list, shop for a meal for your family. Figure out approximately how much the meal costs per person.
- ___ 12. Report the history of one aspect of your project.
- ___ 13. Visit an individual at work in some aspect of the food industry. Discuss at least five new things you learned.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FOODS AND NUTRITION

Level IV - Leader

Date
Completed

Project: _____

- ____ 1. Serve as Junior or Teen leader in this project for one year.
- ____ 2. Assist younger members in preparing recipes.
- ____ 3. Prepare teaching materials for use at project meetings.
- ____ 4. Develop and put on a judging event or train a junior team for an event.
- ____ 5. Speak on a project-based subject before an organization other than your 4-H group.
- ____ 6. Assist younger members in actually learning a specific topic in the project.
- ____ 7. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on findings.
- ____ 8. Assist at a food show or nutrition workshop.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FOODS AND NUTRITION

Level V - Researcher

Date
Completed

Project: _____

- _____ 1. Report on the results of a demonstration comparing measurable differences in some aspect of your project. (experiment)

- _____ 2. Prepare a paper of 300 words or more on one of the following topics:
 - History of a vitamin
 - Pros and cons of vegetarianism
 - Role of advertising in food choices
 - How food processing affects nutrient values
 - Technological advances in food preparation
 - Cultural influences on food choices
 - Nutrition and its role in a specific health condition
 - Dietary Guidelines for Americans
 - Food for Preschoolers
 - Nutrition and Athlete Performance
 - Other

- _____ 3. Prepare a speech or illustrated talk to orally summarize your findings and present at a club, project meeting or other educational event.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

Certificate of Achievement

This certifies that

has completed the _____ Proficiency

in _____ County.

Explorer

_____ Date

Leader's Signature

Producer

_____ Date

Leader's Signature

Consumer

_____ Date

Leader's Signature

Leader

_____ Date

Leader's Signature

Researcher

_____ Date

Leader's Signature

