

4-H Foods and Nutrition Proficiency Program A Member's Guide

OVERVIEW

The 4-H Foods and Nutrition Proficiency 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 more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Shasta County 4 - H Resources and Lending Library at our 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 a good source of information.
- Food specialty 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 foods 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.

FOODS AND NUTRITION

Level I - Explorer

Date
Completed

- _____ 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 _____

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 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 _____

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 this new product?

5. Contact a local, state or national association related to your project. Explain to your project 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 Favorite Foods Day or Presentation Day.

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

- _____ 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 demonstration or judging event or train a junior team for such an event.
- _____ 5. Speak on a project-based subject before an organization other than your 4-H group.
- _____ 6. Assist younger members about learning a specific technique in the project.
- _____ 7. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on your 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 _____

1. _____ Report on the results of a demonstration comparing measurable differences in management procedure. (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 Foods and Nutrition Proficiency
in Shasta County.*

Explorer

Producer

Consumer

Leader

Researcher

Date

Date

Date

Date

Date

Initials

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