Welcome 4-H Leaders!

Welcome to the “Discovering Snacks” project. This project covers snacking during the day for energy and brain power. This guide gives you project meeting plans (Skill Builders) including, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about food. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 4-H Foods Series was developed with resources from the Canadian 4-H Council National Resource Network (2008) and Manitoba Kids in the Kitchen (2009). For more information see the back page for contact information.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”. Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in depth background information on the topics, material lists, suggestions, and time requirements for activities. Activating, acquiring, and applying questions are incorporated to engage members’ thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

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When you successfully complete your builders, you will showcase what you have learned.
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level of projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

**Master** - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and performance. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills – valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour - that is, no “put-downs” – amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learnt throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their work. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Before We Get Started

Food is an integral part of our lifestyle. We eat whether we’re hungry or not, tired, bored, happy, sad, sick, or healthy. Food is consumed sitting, standing, or lying down. We eat alone, in groups, inside, outside, anytime of the day or night.

Today, we forage in supermarkets for food with the world as our marketplace. We demand freshness, quality, quantity, convenience, and healthy safe food from farmers and food processors. With all the choices in the supermarket it is more important than ever to learn to prepare and cook simple, inexpensive, tasty healthy meals and snacks.

We are constantly being challenged by the media to purchase instant, high fat, high sugar, low nutrition fast food. Preparing your own food isn’t just better for your body, it’s easier on your budget and it provides you with the opportunity to socialize by sharing food with friends and family.

And just like learning to ride a bike or speak another language, learning to cook is more effective if we can start early in life and have fun at it!

Guidelines for Food Safety

Because we eat most of our food at home we learn most of our food preparation habits at home including the guidelines for food storage, meal preparation and cooking food. If improper food safety techniques are learned and practised, people can get sick. As a leader, it is important to teach the proper methods of keeping food safe before, after and during meal preparation to young people to ensure they are kept safe from potentially dangerous foodborne illnesses. Smart food safety begins at home!

Food safety at the grocery store!

Thinking about food safety begins at the grocery store. It is important – to keep cold food cold and hot food hot while transporting it to your house. Arrange your shopping trip to get food home quickly and into the refrigerator. For transporting food use: coolers, ice packs and thermos containers. Don’t allow raw meat juices to come in contact with other foods, raw or cooked.

What about The Danger Zone?

The most important factor for safe handling of foods and preventing foodborne illnesses are the result of poor temperature control. Following the simple rule “Keep hot foods hot and cold foods cold” and out of The Danger Zone (4°C to 60°C or 40°F to 140°F) can prevent many foodborne illnesses. Foods that could give you food poisoning should be kept below 4 degrees Celsius or, for hot food, above 60 degrees Celsius (140°F). Low temperatures prevent food poisoning bacteria, which may be present in the food, from multiplying to dangerous levels. High temperatures will kill bacteria and viruses. Because bacteria can grow to unsafe levels between 4 degrees Celsius and 60 degrees Celsius (40°F -140°F) we call it the Temperature Danger Zone. When you get foods home refrigerate and freeze foods immediately. Keep foods in the refrigerator at the temperature of 4°C (40°F) or below. Don’t overload the refrigerator; allow space for the air to circulate. If necessary, remove foods such as soft drinks to make room for potentially hazardous foods.

Is it safe to eat foods, which have been in the Danger Zone?

- Less than 2 hours - Refrigerate immediately
- Between 2 hours and 4 hours - Use immediately
- More than 4 hours - Throw out
When in doubt throw out!!!!

What are the four simple rules for food safety?

- Clean - Clean hands, utensils and surfaces often to keep everything clean and free bacteria
- Separate - Keeps foods separate to avoid cross contamination
- Cook - Cook foods to proper temperatures
- Chill - Refrigerate and freeze perishable foods promptly
Tips for Food Safety

Attention to food safety guidelines can add to the educational benefits of the 4-H Foods Project while aiding in the prevention of foodborne illness. Hand-washing is one of the best ways to prevent the spread of foodborne illness. Have the members wash their hands for at least 20 seconds with soap and warm water before, during and after food preparation. Members with long hair should keep it tied back. Members with wounds or cuts should be covered properly – rubber gloves food preparation. Tasting is an important part of the cooking experience, but can potentially spread germs. Have members use spoons, wooden sticks or tongue depressors for tasting but stress that they should only be use once. Do not let the members use their fingers.

Practice safe food handling: cook, chill, separate and clean all the time. Talk about the importance of not coughing or sneezing near food. Teach members to cough or sneeze into their sleeves or into a tissue followed by proper hand-washing before returning to the food.

Guidelines for Kitchen Safety

Demonstrate safe cutting techniques (peel away from your hand, keep fingers away from sharp blades, etc) and proper handling of other potentially dangerous blades. Practice safe handling techniques of all utensils and appliances (hot stoves, blenders, knives, etc). Talk about the importance of preventing choking, by chewing foods well, sitting straight and not talking with food in their mouth. Have a First Aid kit available at all times.

Rules for the Kitchen

Establish a list of rules for staying safe in the kitchen. Some examples might be:

- No running or horseplay in the kitchen
- Wash hands
- Keep fingers out of the food
- Read recipes all the way through before starting
- Be patient

Have the members agree to and take ownership of the rules by adding their own rules to the list as appropriate. Make a poster with the rules on it so the members can read them at all times. Review the rules once the members arrive to each session – have members take turns reading the rules out loud.

Tips for preparing for recipes:

- Purchase non-perishable ingredients in bulk at the beginning of your 4-H project.
- Purchase perishable items in quantities as listed in activities/recipes before each cooking session.
- Review the recipe with the members and introduce any new cooking terms, foods and utensils they will be using. Give each member and group a copy of the recipe, if using one other than printed in the manuals.
- Have the members or yourself assemble the equipment and ingredients required on trays or on the table.

Feel free to use your own recipes if you think they are appropriate. Also contact commodity groups for recipes using their food products; Flax Council of Canada, Pulse Canada, Manitoba Pork Council, Canola Council or Canada, etc.
FOOD ALLERGIES:

What is a food allergy?
A food allergy is an immune system response to a food ingredient that the body mistakenly believes to be harmful. Once the immune system decides that a particular food is harmful, it creates antibodies to it. The next time the individual eats that food, the immune system releases massive amounts of chemicals, including histamine, in order to protect the body. These chemicals trigger different allergic reactions.

What are common signs of an allergic reaction?
- Tingling sensation in the mouth
- Swelling of the tongue and throat
- Difficulty breathing
- Hives (small or large red itchy welts)
- Vomiting and diarrhea
- Abdominal cramps

What is anaphylaxis?
Anaphylaxis is a severe reaction to a food that has rapid onset and may cause death without emergency treatment.
- Sudden development of hives
- Swelling of mouth and throat
- Runny eyes and nose
- Dizziness
- Drop in blood pressure

Anaphylaxis is an emergency and must be treated immediately. Each member should have a specific emergency plan with the doses of medication to be given, and the telephone numbers of the ambulance and medical services to be called. Leaders should be trained to recognize symptoms and to administer an injection of the epinephrine and immediately call for an emergency service for transport to the nearest emergency facility.

What is the best way to avoid food allergy reactions?
Strict avoidance of the allergy causing food ingredient is the only way to avoid a reaction.
- Read ingredient labels for all foods is the key to maintaining control
- If a product does not contain an ingredient list, allergic individuals should not eat the food
- If unfamiliar with the terms or ingredients contact the food manufacturers

What are the most common food allergens?
- Peanuts
- Eggs
- Milk
- Tree nuts
- Wheat
- Sesame seeds
- Seafood
- Sulfites


Have members identify and clarify any allergies they may have. If serious food allergies are reported, ensure that these foods are avoided at all meetings. Make certain that all members, leaders, and parent helpers know the treatment for allergic reactions.
What is food intolerance?
Many people think the terms “food allergy” and “food intolerance” mean the same thing; however, they do not.
Food intolerance or food sensitivities occur when the body cannot properly digest a certain component of the food – often because there is not enough of a particular digestive enzyme.
Common types of food intolerances or sensitivities include lactose (the sugar in milk), gluten (wheat protein), sulfites (used in food preservatives), monosodium glutamate and artificial food dyes.

What are symptoms of food intolerance?
- Gas
- Bloating
- Abdominal pains/cramps
- Nausea
- Diarrhea
- Slight itching or redness

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Skill Builder 1: Morning Munch

Skills Checklist
- Explain what makes a snack healthy
- Create snacks for between breakfast and lunch

Dream it!

Background for Leaders

Between school, sports, 4-H, friends, chores, and other activities, members are often super busy. They may find it extremely tempting to have Pizza Pops, French Fries, Pop Tarts, or ice cream for a quick and easy snack. Eating well can be key to having the necessary energy for staying healthy and able to participate in all of their activities. Quick and easy snacks can be nutritious too. To maximize energy, we should eat every 3 or 4 hours foods that are full of complex carbohydrates, like whole grain breads and protein, like peanut butter or yogurt. Simple carbohydrates provide a very short energy burst and weight gain. Examples of foods full of simple carbohydrates are candy bars and soda.

A snack should be a mini-meal, representing 2 - 3 food groups. It is recommended by Canada’s Food Guide to have breakfast, snack, lunch, snack, supper, and a snack. The last snack can be omitted if one isn’t active in the evenings. Going for a long time without eating will just cause one to eat more when food is available. Cravings lead to lots of calorie intake!

This builder looks at snacks members can have between breakfast and lunch. Some are prepared ahead and are appropriate for taking to school and eating at recess. Others are better suited to the weekend when cooking supplies are available. Remind members that breakfast is the most important meal of the day and they should adjust their snacking times to when they had breakfast. A balanced morning meal boosts metabolism, and helps cut down on evening snacking. So, don’t skip breakfast … try a protein shake, or even chocolate milk, for an energy boost!

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

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<th>Snack</th>
<th>A small portion of food or drink or a light meal</th>
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<td>Trans Fat</td>
<td>A fatty acid that is commonly produced by the partial hydrogenation of the unsaturated fatty acid vegetable oils</td>
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<tr>
<td>Calories</td>
<td>The quantity of heat required to raise the temperature of 1 gram of water by 1°C from a standard initial temperature, at 1 atmosphere pressure; energy in food</td>
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Age Considerations
- 10+

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To get members thinking about this topic, discuss common snacks that they regularly eat; ask them the following questions:
- What is a snack? Why do we snack?
- How many snacks should we have a day?

As they identify their common snacks, they can write them into the correct food group diamonds in their manuals. If they need help, they can refer to the Canada Food Guide in their book. Some snacks may fit into more than one category. For instance, a bagel with yogurt would be in both the grain and dairy category. One solution would be to separate them and put the bagel in grain and the yogurt in dairy.

Review the results once the members are done. Are there a lot of snacks in the “Other” category? Or are the members fairly healthy snackers already? Snacks from the “Other” category are considered treat snacks and are fair game occasionally, but moderation is key to prevent them from developing poor eating habits that can cause health issues such as weight gain, teeth decay, etc.

Do it!

Get Cooking

Grannie Ola

Time Required: 70 minutes

Ingredients:
- 2 cups (500 mL) slow-cooking rolled oats
- 1/2 cup (125 mL) wheat germ
- 3/4 cup (175 mL) finely flaked coconut
- 2 Tbsp (30 mL) shelled sunflower seeds
- 2 Tbsp (30 mL) sesame seed
- 1/4 tsp (1 mL) salt
- 1 Tbsp (15 mL) milk
- 1/2 cup (125 mL) canola oil
- 1/3 cup (75 mL) liquid honey
- 1/2 cup (125 mL) raisins, chopped dates, or apricots

Directions:
1. Preheat the oven to 300°F (150°C).
2. Prepare a baking sheet by spraying with canola cooking spray.
3. In a large bowl combine oats, wheat germ, coconut, sunflower seeds, sesame seeds and salt.
4. Add milk, canola oil and honey, stirring constantly.
5. Spread on the baking sheet about 1/4 inch thick.
6. Bake for 20 - 30 minutes until browned, stirring two or three times during cooking.
8. Store in tightly covered container in the refrigerator for up to one week. Serve as a cereal with milk or eat by the handful as a snack.

Yields: 8 half-cup (125 mL) servings

Ask: Do you like this granola? What could you change to make it better?
Unidentified Fried Objects

Time Required: 20 minutes

Ingredients
- 1 slice Whole-wheat bread
- 1 Egg
- 1 tsp (5mL) Margarine
- Pinch Salt
- Pinch Pepper

Directions
1. Spread a small amount of margarine on both sides of bread.
2. Make a small hole in the middle of the bread (about 5 cm in diameter) by ripping the bread with your fingers.
3. Place bread on a hot frying pan.
4. Break an egg into the bread hole.
5. Turn the element down to low and cook until egg white turns white.
6. Flip bread and continue to cook until yolk is firm.
7. Add seasoning and enjoy.

Yield: 1 serving

Cinnamon Bread (Recipe adapted from J.M. Hirsch)

Time Required: 70 minutes

Ingredients
- 15 oz (425 mL) can pumpkin OR squash puree
- 2 ripe bananas
- 1 tsp (5 mL) vanilla extract
- 2 large eggs
- 2 cups (500 mL) whole-wheat flour
- 1 cup (250 mL) quick rolled oats
- 3/4 cup (180 mL) flax meal (ground flax seeds)
- 3/4 cup (180 mL) sugar
- 1 1/2 tsp (7 mL) baking powder
- 1/2 tsp (2 mL) baking soda
- 1/4 tsp (1 mL) salt
- 1 tsp (5 mL) pumpkin pie spice blend, or 3/4 tsp (4 mL) cinnamon and 1/4 tsp (1 mL) allspice

Directions
2. In a food processor, combine pumpkin puree, bananas, vanilla extract and eggs. Process until smooth, scraping down sides of bowl as needed.
3. Add flour, rolled oats, flax meal, sugar, baking powder, baking soda, salt and pumpkin pie spice blend. Process until thoroughly blended, about 30 seconds, stopping to scrape sides of bowl as needed.
4. Transfer batter to prepared loaf pans. Bake for 45 to 50 minutes or until a toothpick inserted at the centre comes out clean. Let cool before slicing.

Yield: 16 slices

Orange Julius

Ingredients
- 250 mL water
- 200 mL can frozen orange juice
- 250 mL milk
- 125 mL sugar
- 18 ice cubes

Directions
1. Put all ingredients in blender.
2. Blend until well mixed.
3. Serve. Enjoy!

Yield: 6 - 8 glasses
**Snack Attack**

**Time Required:** 10 minutes

**Resources:**
http://kidshealth.org/teen/food_fitness/nutrition/healthy_snacks.html

**Information:**
Choosing healthy snacks means shopping smart. Be cautious of the health claims on food packages. Here are some things to watch out for:

Just because something is "all natural" or "pure" doesn't necessarily mean that it's nutritious. For example, "all natural" juice drinks or sodas can be filled with sugar (which is, after all, a natural ingredient) but all that sugar means that they will be high in calories and give you little nutrition.

A granola bar is a good example of a snack that people think is healthy. Although granola bars can be a good source of certain vitamins and nutrients, many also contain a great deal of fat, including a particularly harmful type of fat called trans fat. On average, about 35% of the calories in a regular granola bar come from fat. Cereal bars are often more of a sweet treat than a healthy snack. Choose ones that list cereal flour or whole wheat flour as the first ingredient instead of sugar (white or brown sugar, honey or syrup) and that contain at least two grams of fibre and no saturated or trans fats. Pay attention to treats covered in chocolate coating or simulated yogurt because they can also contain bad fat. Don’t be fooled by the mention of fruit on the label – it is often just jam!

It is better to eat whole fruit, but fruit bars made with the puree of real fruit and concentrated fruit juice make an appropriate snack. Opt for those with “no added sugar” and don’t forget to brush your teeth afterwards, or eat a piece of cheese to help prevent cavities.

Be skeptical of low-fat food claims, too. If the fat has been eliminated or cut back, the amount of sugar in the food may have increased to keep that food tasting good. Many low-fat foods have nearly as many calories as their full-fat versions. Whatever claims a food's manufacturer writes on the front of the package, you can judge whether a food is healthy for you by reading the ingredients and the nutrition information on the food label.

What are the benefits of snacking?
- Snacking keeps you energized throughout the day and to provide a pick me up.
- Helps you consume important nutrients a body needs for growth and to prevent diseases.
- Good way to manage hunger as it helps prevent overeating at the next meal.
- Don’t feel guilty about snacking between meals but do try to make healthy food choices.

**Snacking Ideas:**
- Fill the fridge with pre washed, pre cut vegetables and fruit.
- Keep your healthy snacks in sight and easy to reach – store less nutritious snacks at the bottom of a cupboard or out of sight.
- Stock the pantry with quick and easy snacks – whole grain crackers, cereals, tortillas, nuts, and dry trail mix.
- Have yogurt and cheese in the fridge.
- Drink your snack! Try fruit smoothies, drinkable yogurt or 100% unsweetened juices.
- Avoid soft drinks
- Keep a snack in your back pack or pack an extra snack in your lunch for later.
- Take an extra snack for after school activities.
Creative Snack Ideas

- Cereal parfait (layers of fruit, yogurt and granola)
- Baked tortilla chips and salsa
- Peanut butter and banana roll ups
- Fresh fruit with cottage cheese or yogurt dip
- Whole grain granola bars
- Low fat cheese and whole grain crackers
- Ham and cheese on a toothpick
- A cored apple filled with peanut butter
- Plain low fat popcorn
- Raw vegetables and dip
- Hard boiled eggs
- Ants on a log
- Homemade trail mix

Remember:

- Choose a snack that contains foods from at least two of the four food groups from Eating Well with Canada’s Food Guide.
- By planning your snacks just as you would your meals, you avoid making unhealthy snack choices.
- Snacks are meant to tide you over, not replace a meal, so it’s important to keep portion sizes small.
- Healthy snacking boosts your energy throughout the day.
- Always have a healthy snack on hand in your backpack, in your gym bag and in an easy to access place in the pantry.
- Be creative in making your own healthy snacks.

Instructions

Have members choose the healthier choice of the two that are presented in each line. Fruit leather is actual fruit, made into a paste, and then dried and wrapped. Canned fruit has lots of sugar in the juice.

Answers:

Plain low fat popcorn   Ripple Chips
Fruit Leather   Fruit Roll-Ups
Pancakes   Hard Boiled Eggs
Banana Split   Yogurt Parfait
Fresh Fruit   Canned Fruit
Trail Mix   Chocolate Covered Granola Bars

Dig it!

After all the taste testing, ask the members what recipes they liked, what they didn’t like and why, how they could change the recipe for next time, …
Also, discuss uses for the granola they made.

What’s next?

The next builder will help members make a healthy afternoon snack for recess or when they get home from school. There is also a word jumble with great snack options.
In the Member Manual

Skill Builder 1: Morning Munch

Andy Says....

Snacks are like mini-meals that can keep your energy up so you can go all day. A healthy snack between breakfast and lunch is a great idea.

SKILLS CHECKLIST

- Explain what makes a snack healthy
- Create snacks for between breakfast and lunch

Important words

Watch for these important words throughout this builder: Snack, Trans Fat, Calories

Dream it!

What do you like to eat for snacks? Put them into the appropriate food groups.

Do it!

Get Cooking

Grannie Ola

Ingredients:

- 2 cups (500 mL) slow-cooking rolled oats
- 1/2 cup (125 mL) wheat germ
- 3/4 cup (175 mL) finely flaked coconut
- 2 Tbsp (30 mL) shelled sunflower seeds
- 2 Tbsp (30 mL) sesame seed
- 1/4 tsp (1 mL) salt
- 1 Tbsp (15 mL) milk
- 1/2 cup (125 mL) canola oil
- 1/3 cup (75 mL) liquid honey
- 1/2 cup (125 mL) raisins, chopped dates, apricots

Directions:

1. Preheat the oven to 300°F (150°C); prepare a baking sheet using canola cooking spray.
2. In a large bowl combine oats, wheat germ, coconut, sunflower seeds, sesame seeds and salt.
3. Add milk, canola oil and honey, stirring constantly.
4. Spread on the baking sheet about 1/4 inch thick.
5. Bake for 20 - 30 minutes until browned, stirring two or three times during cooking.
6. Add dried fruit. Let granola cool. Stir after 30 minutes.
7. Store in tightly covered container in the refrigerator for up to one week. Serve as a cereal with milk or eat by the handful as a snack.

Yields: 8 half-cup (125mL) servings
Orange Julius

Ingredients
- 250 mL water
- 200 mL canned orange juice
- 250 mL milk
- 125 mL sugar
- 18 ice cubes

Directions
1. Put all ingredients in blender.
2. Blend until well mixed.
3. Serve. Enjoy!

Yield: 6 - 8 glasses

Unidentified Fried Objects

Ingredients
- 1 slice whole-wheat bread
- 1 egg
- 1 tsp (5 mL) margarine
- 1 pinch salt
- 1 pinch pepper

Directions
1. Spread a small amount of margarine on both sides of bread.
2. Make a small hole in the middle of the bread (about 2 inches in diameter) by ripping the bread with your fingers.
3. Place bread on a hot frying pan.
4. Break an egg into the bread hole.
5. Turn the element down to low and cook until egg white turns white.
6. Flip bread and continue to cook until yolk is firm.
7. Add seasoning and enjoy.

Yield: 1 serving

Cinnamon Bread

Ingredients
- 1 1/2 cups (300 mL) whole-wheat flour
- 1 tsp (5 mL) baking powder
- 1/2 tsp (2 mL) baking soda
- 1 tsp (5 mL) pumpkin pie spice blend, or 3/4 tsp (4 mL) cinnamon and 1/4 tsp (1 mL) allspice

Directions
2. In a food processor, combine pumpkin puree, bananas, vanilla extract and eggs. Process until smooth, scraping down sides of bowl as needed.
3. Add flour, rolled oats, flax meal, sugar, baking powder, soda, salt and pumpkin pie spice blend. Process until thoroughly blended, about 30 seconds, stopping to scrape sides of bowl as needed.
4. Transfer batter to prepared loaf pans. Bake for 45 to 50 minutes or until a toothpick inserted at the centre comes out clean. Let cool before slicing.

Yield: 16 slices

More Eats!

Follow this link to find a snacking game on the internet: www.2flashgames.com/tf/143.htm Have fun!

Snack Attack

Compare and contrast; circle the healthier snack option in each row.

Plain low fat popcorn Or Ripple Chips
Fruit Leather Or Fruit Roll-Ups
Pancakes Or Hard Boiled Eggs
Banana Split Or Yogurt Parfait
Fresh Fruit Or Canned Fruit
Trail Mix Or Chocolate Covered Granola Bars

Fun Facts

Although our granola recipe is fairly healthy, granola bars contain a lot of trans fat. About 35% of the calories in a granola bar might come from this harmful fat. Be sure to check the nutrition facts label when buying food. Choose ones that list cereal flour or whole wheat flour as the first ingredient instead of sugar. They are often more of a sweet treat than a healthy snack.

Dig it!

Which recipe in this section did you like best?
If there were any to not like? Could you change them to make them taste better? How?

What are some yummy ways to use granola?

What's next?

The next builder will help you make delicious after school snacks that are good for you. It is recommended that we eat every 3 - 4 hours, so an afternoon snack is just the thing to hold you over until supper!
Skill Builder 2: Afternoon Bite

Skills Checklist

- Produce healthy after-school snacks
- Recognize different types of snacks

Dream it!

Background for Leaders

Children often have snacks during last recess and/or after they get home from school. It can be extremely tempting to have unhealthy snacks when one gets home. Especially if the parents are still at work and unable to say “that’s only for special treats”. As you progress through these builders remind members of proper food safety: washing hands and food, cleaning, separating, cooking, chilling, and not sharing food or dishes.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;

- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

| Yam | The starchy, tuberous root of any of various climbing vines of the genus Dioscorea, cultivated for food in warm regions |
| Sweet Potato | A plant, Ipomoea batatas, of the morning glory family, grown for its sweet, edible, tuberous roots |
| Alfalfa Sprouts | Sprouted alfalfa seeds |

Age Considerations

- 10+

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- When do the members usually snack in the afternoon? At school or at home or both?
- Have the members design an afternoon snack for Monday - Friday. They will give it a name, describe it, and say which food groups they used.
Do it!

**Vegetable Face**

**Time Required:** 20 minutes

**Equipment/Supplies:**
- Drawing supplies
- Vegetables (cucumbers, carrots, celery, beans, peas, corn, alfalfa sprouts, …)
- Knife to cut vegetables
- Salad dressing
- Spinach or Lettuce

**Safety Considerations:**
You may wish to precut the vegetables instead of allowing the members to use sharp knives.

**Instructions:**
Have members design a face out of the vegetables. They can then draw it in their books. It may help if they label what vegetable is which. Add the spinach or lettuce and salad dressing to make a delicious salad.

**Get Cooking**

**Piece of Pizza**

**Ingredients**
- 1 hamburger bun
- 2 bacon slices
- 60 mL pizza sauce
- 2 cheese slices
- Optional: toppings

**Directions**
1. Cook bacon in frying pan on medium heat. Cut bacon into small pieces and drain on a paper towel.
2. Split hamburger bun and spread pizza sauce on each half.
3. Place bacon pieces, toppings and cheese on top.
4. Broil 1 - 2 minutes until cheese melts.

**Yield:** 1 serving

**Yam Chips**

**Ingredients**
- 1 yam or 2 sweet potatoes
- 2 tbsp (25 mL) oil
- Optional: seasoning

**Directions**
1. Preheat oven to 400°F.
2. Wash and peel yam.
3. Cut yam into thin round slices and place into a medium bowl.
4. Add oil and coat.
5. Place tin foil onto cookie sheet.
6. Place yam chips onto tin foil.
7. Bake for 3 to 5 minutes. Flip over and bake for 3 more minutes.
8. Serve with salsa, cheese, or dip.

**Yield:** 3 servings
Dips

Salsa

Ingredients:
- 1 Tomato
- 1/6 Green pepper
- 1 tbsp (15 mL) Onion
- 1 tsp (5 mL) Minced garlic
- 1 tsp (5 mL) Tomato paste
- Pinch Dried Jalapeno peppers (optional)

Directions:
1. Wash vegetables.
2. Chop tomatoes, green pepper and onion into tiny pieces.
3. Mince garlic using a butter knife.
4. Combine all ingredients in a bowl.
5. Add tomato paste and dried jalapeno peppers (optional).
6. Mix together.

Tzatziki

Ingredients:
- 1 cup (250 mL) plain yogurt
- 3/4 cup (180 mL) peeled, seeded and finely chopped English cucumber
- 1 tbsp (15 mL) chopped, fresh dill or 1 tsp dried dill
- 1 clove garlic, minced

Directions:
1. In a small bowl, combine all ingredients. Add salt for taste, if desired.
2. Cover and refrigerate for at least 1 hour.

Snacker Scramble

Time Required: 20 minutes

Instructions:
Unscramble the letters to form a nutritious snack. Then use the letters in the circles to solve the riddle.

Answer
stircrockats       CaRrOt Sticks
noalatongs        Ants oN a Log
thefirstmuioio    FRuIt SmOthiE
slapapucee        ApplesAuCe

Riddle: To eat this vegetable you throw away the outside, cook the inside. Eat the outside and throw away the inside.
Answer: I am an EAR OF CORN

More Eats! Head to food.aol.com/play-with-your-food/snack-food-quiz to test members’ knowledge of popular (and not all healthy) snack foods. Did you know that potato chips were invented thanks to a fussy customer at the Moon Lake Lodge in Saratoga, New York on August 24th, 1853? The customer complained twice that his fried potatoes were not sliced thin enough and were too soggy. The cook was fed up, so he sliced the potatoes wafer-thin, fried them to a crisp, and over salted them. The guest loved the crunchy potato slices – and so did everyone else!
Discuss the following with the members:

Once they have tried the five snacks they designed in the Dream It! section, have them evaluate this process. Did it make it easier to eat healthy snacks when they were planned? Which snacks were their favourite?

What other things do they do that would benefit from a 5 day plan? (prompts: studying, practicing playing a musical instrument or sport skill)

Did the members like the foods they made in this builder?
Were there any they didn’t like. Why?

What could they change to make them taste better?

What’s next?

Ever heard the rule of no snacking after 6 p.m.? This is actually just a sometimes rule. The next builder examines when one should and shouldn’t snack after supper.

Leader’s Notes
In the Member Manual

Skill Builder 2: Afternoon Bite

Andy Says....

Have you ever heard your mom say “If you eat that, you’ll ruin your supper?” Snacking on the wrong foods only partly satisfies your appetite but doesn’t give you the energy and nutrients you need. The right afternoon snack will ensure you have the energy your body needs until the next meal.

Dream it!

A good snack should cover at least two food groups. Design a snack for each afternoon of the week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Group 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Group 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do it!

What you will need: carrots, celery, cucumbers, tomatoes, beans, peas, alfalfa sprouts, corn, lettuce, spinach, salad dressing, etc...

\[ Image of a vegetable face created from cut-out shapes of vegetables. \]

Vegetable Face

Create a face out of vegetables. Draw a picture of it below. After your masterpiece is finished, throw some spinach or lettuce and salad dressing with it to have a salad! REMEMBER to wash your hands before handling the food and clean and wash your vegetables, as well.

Get Cooking

*Piece* of Pizza

**Ingredients**
- 1 hamburger bun
- 2 bacon slices
- 60 mL pizza sauce
- 2 cheese slices
- Optional: other toppings

**Important words**
Watch for these important words throughout this builder: Yam, Sweet Potato, Alfalfa Sprouts

Salsa Dip

**Ingredients:**
- 1 Tomato
- 1/2 Green pepper
- 1 tsp (15 mL) Onion
- 1 tsp (5 mL) Minced garlic
- 1 tsp (5 mL) Tomato paste
- Pinch Dried jalapeno peppers (optional)

**Directions:**
1. Wash vegetables.
2. Chop tomatoes, green pepper and onion into tiny pieces.
3. Mince garlic using a butter knife
4. Combine all ingredients in a bowl.
5. Add tomato paste and dried jalapeno peppers (optional).
6. Mix together.

Tzatziki Dip

**Ingredients:**
- 1 cup (250 mL) plain yogurt
- 1/4 cup (180 mL) peeled, seeded and finely chopped English cucumber
- 1 tbsp. (15 mL) chopped, fresh dill or 1 tsp dried dill
- 1 clove garlic, minced

**Directions:**
1. In a small bowl, combine all ingredients. Add salt for taste, if desired.
2. Cover and refrigerate for at least 1 hour.
3. Dip vegetables or chips in and enjoy!

\[ Image of a bowl of salsa dip. \]
More Eats!
A snack food quiz is at:
http://food.aol.com/play-with-your-food/snack-food-quiz

Snacker Scramble
Unscramble the letters to form nutritious snacks. Use the letters in the circles to solve the riddle.

- stirnockcets
- noalitongs
- thefirstmuioio
- slapuceee

Riddle: To eat this vegetable you throw away the outside, cook the inside. Eat the outside and throw away the inside.
Answer: I am an __ __ __ __ __ __ __ __ __ __

Potato chips were invented thanks to a fussy customer at the Moon Lake Lodge in Saratogs, New York on August 24th, 1852. The customer complained twice that his fried potatoes were not sliced thin enough and were too soggy. The cook was fed up, so he sliced the potatoes wafer-thin, fried them to a crisp, and over salted them. The guest loved the crunchy potato slices – and so did everyone else!

Dig It
Was the 5 day plan for healthy afternoon school snacks successful?

How would you explain to someone the benefits or challenges of making a multi-day plan for healthy eating?

Which recipe did you like best in this skill builder?

Were there any you didn’t like? How could you change them to better suit your taste?

What’s next?
Do you have a bedtime snack or eat after supper? The next builder will help you decide whether or not it’s okay to snack at night. You will also make some great snacks!
Skill Builder 3: Night-time Nibble

Skills Checklist

- Decide if they need a snack between supper and bed time

Dream it!

Background for Leaders

Snacking after supper can be helpful depending on the person and their schedule. If one is active or studying, a snack can keep them satisfied throughout the evening and the night. However, if the evening activity is just sitting around a relaxing, snacking in the evening can cause weight gain.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Sedentary</th>
<th>Accustomed to sit or rest a great deal or to take little exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulgar</td>
<td>A Middle Eastern wheat that has been steamed and dried</td>
</tr>
<tr>
<td>Nan (Naan)</td>
<td>A flat, leavened bread of India, made of white flour and baked in a tandoor</td>
</tr>
</tbody>
</table>

Age Considerations

- 10+

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

To help the members get thinking about evening snacking, ask them some of the following:

- How often do you think you should snack in the evenings? Every day? Occasionally? Never?
- What snacks are suitable to be eaten after supper?

Have the members create a list of things they do after supper. Classify these activities along the spectrum in their manuals from sedentary to active. This activity helps members see how activity levels can decide whether or not a snack is needed between supper and bed time and if so, what kind of snack. The following three snack ideas provide options.

One answer might look like:
Do it!

Get Cooking

Popcorn Deluxe

**Time Required:** 30 minutes

**Ingredients**
- 1 regular bag of microwave popcorn
- 1/2 cup chopped walnuts
- 1/2 cup coconut
- 1/2 cup shelled sunflower seeds
- 1/2 cup raisins
- 1/3 cup honey
- 1/3 cup butter
- 1 teaspoon cinnamon
- 1/2 teaspoon vanilla

**Directions**
1. Grease a 9” x 13” microwave safe dish.
2. Cook popcorn as directed, then remove any unpopped kernels.
3. In a large bowl, combine popcorn, walnuts, coconut, shelled sunflower seeds, and raisins. Set aside.
4. Place honey, butter, cinnamon and vanilla in a 2 cup microwave safe cup.
5. Microwave on high for 1-2 minutes, until butter is melted.
6. Drizzle over popcorn mixture, toss evenly to coat.
7. Put mixture in the pan and microwave for 5-6 minutes until raisins begin to plump, stir halfway through.
8. Spread on waxed paper to cool.

**Yield:** 8 cups

Iced Pop

**Time Required:** 2-3 hours (you may wish to make some ahead of time to eat at the meeting and then have the members make some for future consumption)

**Option A:**
Freeze 100% unsweetened juice in an ice-pop mold.
Wait a couple hours and enjoy.

**Option B:**
Pour 1 cup yogurt and half a can of canned fruit (with juice) in a blender.
Puree, pop into ice mold, and put in the freezer.
Wait a couple hours and enjoy.

Note: this one takes longer to set than option A

Remind members that whatever snack they choose, they need to brush and floss their teeth before going to sleep.
**Pretzel**

**Time Required:** 1 hour

**Ingredients:**
- 2/3 cup (150 mL) very warm (but not hot) water
- 1 tsp (5 mL) granulated sugar
- 1/2 tsp (2.5 mL) quick rise yeast
- 1 Tbsp (15 mL) olive oil
- 1/2 tsp (2.5 mL) fine sea salt (or table salt)
- 1 3/4 cups (425 mL) all-purpose flour (spoon in, level)
- 1/4 cup (60 mL) milk
- 1/4 tsp (1 mL) coarse kosher salt
- 1/4 cup (60 mL) coarsely grated cheddar cheese (1 oz/30g)
- 50 mL honey mustard for dipping, if you wish

**Directions:**
1. Line a baking sheet with parchment paper.
2. Put the water, sugar and yeast in a cup and jiggle it to blend. Do not stir. Let stand at least 10 minutes to get foamy.
3. Pour the foamy yeast into a large bowl. Stir in the olive oil and fine salt (not the Kosher salt). Gradually add the flour, stirring it in with a baking spatula or wooden spoon. When the dough is too stiff to stir, squeeze in the rest of the flour with your hands. Pull and squeeze the dough a few times, until it is smooth and stretchy.
4. Dust your work table with flour. Put the dough on it. Cover with a damp cloth or paper towel and let it sit for 10 minutes.
5. Pat down the dough to about 1 inch (2.5 cm) thick. Use a dinner knife or pizza cutter to cut the dough into 7 equal pieces.
6. Preheat oven to 425°F (220°C).
7. Roll each piece of dough into a 1/2 inch (1 cm) thick rope about 15 inches (38 cm) long. The dough is springy, but keep rolling it. To make the pretzel shapes, overlap the ends of each rope, lay it on the lined sheet and shape into a wide circle with the ends inside the circle.
8. Use a pastry brush to brush the pretzels with milk, then sprinkle with kosher salt and grated cheese. Bake 15 - 20 minutes, or until the pretzels are golden and the cheese is bubbling and crisp. Dip in honey mustard, if you wish.

**Yield:** 7 Big Soft Pretzels.

**1-2-3 Snacker**

**Time Required:** 20 minutes

**Equipment/Supplies:** Three different coloured highlighters or pens

**Instructions:**
Have members choose an item from each of the three columns to make a complete snack. They will highlight each of the three items with the same colour. Then they will design two more snacks and use a different colour for them. Information about each of the columns is on the next page.
Information:

1. Fruits & Veggies
These foods give you energy for about one hour after you eat them. Fresh fruit and veggies are certainly tasty, but they can be expensive. They also spoil quickly. Dried, canned and frozen choices all offer energy, fibre, vitamins and minerals. Keep frozen veggies and fruit handy in your freezer. Try a new fruit or vegetable. Make your choices colourful and select more orange and dark green varieties.

2. Whole Grains
Aim for grains with fibre, or whole grains, and experience energy for about two hours after eating them. Some great grains with fibre - low glycemic index grains - are: whole wheat or brown bread, rye bread, pumpernickel bread, high fibre cereals like All Bran, basmati or brown rice, whole wheat pasta, oatmeal, barley soup, and whole grain pita or wrap. Be adventurous and try some uncommon grain products such as quinoa, bulgar, couscous and millet.

3. Protein
Protein foods help your energy last for up to three hours after eating. Soy products, milk, cheese, yogurt, legumes, nuts, seeds, eggs, fish, meat and chicken are all protein foods. Milk is an excellent source of calcium and one of the few good dietary sources of vitamin D.

Possible Answers:

<table>
<thead>
<tr>
<th>1 – Fruit or Veggie</th>
<th>2 – Whole Grains</th>
<th>3 – Protein Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>All Bran Cereal</td>
<td>Beef</td>
</tr>
<tr>
<td>Baked Potato</td>
<td>Bagel</td>
<td>Chicken</td>
</tr>
<tr>
<td>Bok Choy</td>
<td>Bread Sticks</td>
<td>Cheese</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Cookies</td>
<td>Chick Peas</td>
</tr>
<tr>
<td>Canned Peaches</td>
<td>Couscous</td>
<td>Deli Meats</td>
</tr>
<tr>
<td>Carrot</td>
<td>Granola Bars</td>
<td>Eggs</td>
</tr>
<tr>
<td>Canned Corn</td>
<td>High Fibre Cereal</td>
<td>Feta Cheese</td>
</tr>
<tr>
<td>Frozen Mixed Vegetables</td>
<td>Nan</td>
<td>Kidney Beans</td>
</tr>
<tr>
<td>Grape</td>
<td>Pasta</td>
<td>Lentils</td>
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<td>Juice</td>
<td>Pita</td>
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</tr>
<tr>
<td>Kiwi</td>
<td>Muffins</td>
<td>Nuts</td>
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<td>Rice</td>
<td>Pizza</td>
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<td>Tortilla</td>
<td>Pork</td>
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<tr>
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<td>Trail Mix</td>
<td>Seeds</td>
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<td>Salsa</td>
<td>Bulgar</td>
<td>Soy Beans</td>
</tr>
<tr>
<td>Squash</td>
<td>Whole Grain Bread</td>
<td>Soy Beverage</td>
</tr>
<tr>
<td>Tomato Juice</td>
<td></td>
<td>Tofu</td>
</tr>
<tr>
<td>V8</td>
<td></td>
<td>Trail Mix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuna</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yogurt</td>
</tr>
</tbody>
</table>

Oatmeal with milk and topped with baked apples and cinnamon
Cinnamon Raisin Bagel with a slice of cheese
Bulgar topped with steamed broccoli and sunflower seeds

Dig it!

Which recipe did the members like best? Were there any they didn’t like? Could they modify the recipe to make it taste better?

Have the members pick one of the foods from the 1-2-3 Snacker that they haven’t heard about before and research it. They will need to include a picture, a description, and what food group it belongs to.
In the Member Manual

**Skill Builder 3: Nighttime Nibble**

**Andy Says....**
If you are active after supper, a snack can be the perfect thing. However, if you are just sitting watching TV or playing on the computer, a snack probably isn’t a healthy choice.

**SKILLS CHECKLIST**
- Decide if they need a snack between supper and bedtime

**Important Words**
Watch out for these important words in this builder:
- Sedentary
- Bulgar
- Nan

**Dream it!**

What do you do in your evenings? Place them along the spectrum of sedentary to active. This helps you see how your activity level affects your snack choice, if any, between supper and bedtime.

<table>
<thead>
<tr>
<th>Sedentary</th>
<th>Active</th>
</tr>
</thead>
</table>

**Do it!**

**Get Cooking**

**Popcorn Deluxe**

Ingredients (Yields: 8 cups)
- 1 bag of microwave popcorn
- 1/2 cup chopped walnuts
- 1/2 cup coconut
- 1/2 cup shelled sunflower seeds
- 1/2 cup raisins
- 1/3 cup honey
- 1/3 cup butter
- 1 teaspoon cinnamon
- 1/2 teaspoon vanilla

Directions:
1. Grease a 9” x 13” microwave safe dish.
2. Cook popcorn as directed then remove any unpopped kernels.
3. In a large bowl, combine popcorn, walnuts, coconut, shelled sunflower seeds, and raisins. Set aside.
4. Place honey, butter, cinnamon and vanilla in a 2 cup microwave safe cup.
5. Microwave on high for 1-2 minutes, until butter melts. Drizzle over popcorn and toss to coat.
6. Put mixture in the pan and microwave for 5-6 minutes until raisins begin to plump, stir halfway through.
7. Spread on waxed paper to cool.

**From Farming History...**

During the Depression, popcorn was cheap at 5-10 cents a bag and became popular. While other businesses failed, the popcorn industry thrived and became a source of income for some struggling farmers. When the Second World War hit, candy was in short supply and popcorn became even more popular as it was readily available.
Iced Pop

Option A
Freeze 100% unsweetened juice in an ice-pop mold. Wait a couple hours. Enjoy.

Option B
Pour 1 cup yogurt and half a can of canned fruit (with juice) in a blender. Puree, pop in the ice mold, and put in the freezer. Wait a couple hours. Enjoy.

---

**Pretzel**

**Ingredients:**
- 2/3 cup (150mL) very warm (but not hot) water
- 1 tsp (5mL) granulated sugar
- 1 tsp (2.5mL) quick rise yeast
- 1 Tbsp (15mL) olive oil
- 1/2 tsp (2.5mL) fine sea salt (or table salt)
- 1 3/4 cups (425mL) all-purpose flour (spoon in, level)
- 1/4 cup (60mL) milk
- 1/4 tsp (1mL) coarse kosher salt
- 1/4 cup (60mL) coarsely grated cheddar cheese (1 oz/30g)
- 50 mL honey mustard for dipping, if you wish

**Directions:**
1. Line a baking sheet with parchment paper.
2. Put the water, sugar and yeast in a cup and juggle it to blend.
3. Do not stir. Let stand at least 10 minutes to get foamy.
4. Pour the foamy yeast into a large bowl. Stir in the olive oil and fine salt (not the kosher salt). Gradually add the flour, stirring it in with a baking spatula or wooden spoon. When the dough is too stiff to stir, squeeze in the rest of the flour with your hands. Pull and squeeze the dough a few times, until it is smooth and stretchy.
5. Dust your work table with flour. Put the dough on it. Cover with a damp cloth or paper towel and let it sit for 10 minutes.
6. Pat down the dough to about 1 inch (2.5 cm) thick. Use a dinner knife or pizza cutter to cut the dough into 7 equal pieces.
7. Preheat oven to 425°F (220°C).
8. Roll each piece of dough into a 1/2 inch (1 cm) thick rope about 15 inches (38 cm) long. The dough is springy, but keep rolling it. To make the pretzel shapes, overlap the ends of each rope, lay it on the lined sheet and shape into a wide circle with the ends inside the circle.
9. Use a pastry brush to brush the pretzels with milk, then sprinkle with kosher salt and grated cheese. Bake 15 - 20 minutes, or until the pretzels are golden and the cheese is bubbling and crisp. Dip in honey mustard, if you wish.

Yield 7 Big Soft Pretzels.

**More Eats!**
Want to read a book about a pretzel? Try Walter the Baker by Eric Carle. It was published by Simon & Schuster Books for Young Readers in 1995. You can go online and use a search engine to find out more information about this book.

---

**1-2-3 Snacker**

An easy way to make a healthy snack is to use a fruit or vegetable, some whole grains, and a protein source. Use three different colored pens or highlighters to pick something from each column to make a snack. Use at least one food you’ve never eaten before!

<table>
<thead>
<tr>
<th>1 – Fruit or Veggie</th>
<th>2 – Whole Grains</th>
<th>3 – Protein Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>All Bran Cereal</td>
<td>Beef</td>
</tr>
<tr>
<td>Baked Potato</td>
<td>Bagel</td>
<td>Chicken</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Bread Sacks</td>
<td>Cheese</td>
</tr>
<tr>
<td>Canned Peaches</td>
<td>Cookies</td>
<td>Chick Peas</td>
</tr>
<tr>
<td>Carrot</td>
<td>Couscous</td>
<td>Deli Meats</td>
</tr>
<tr>
<td>Canned Corn</td>
<td>Granola Bars</td>
<td>Egg</td>
</tr>
<tr>
<td>Frozen Mixed Vegetables</td>
<td>High Fibre Cereal</td>
<td>Feta Cheese</td>
</tr>
<tr>
<td>Grape</td>
<td>Nan</td>
<td>Kidney Beans</td>
</tr>
<tr>
<td>Juice</td>
<td>Pasta</td>
<td>Lentils</td>
</tr>
<tr>
<td>Kiwi</td>
<td>Pita</td>
<td>Milk</td>
</tr>
<tr>
<td>Parsnip</td>
<td>Muffins</td>
<td>Nuts</td>
</tr>
<tr>
<td>Peach</td>
<td>Oatmeal</td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>Pear</td>
<td>Rice</td>
<td>Pizza</td>
</tr>
<tr>
<td>Raisins</td>
<td>Tortilla</td>
<td>Pork</td>
</tr>
<tr>
<td>Salsa</td>
<td>Tortilla Mix</td>
<td>Seeds</td>
</tr>
<tr>
<td>Squash</td>
<td>Bulgur</td>
<td>Soy Beans</td>
</tr>
<tr>
<td>Tomato Juice</td>
<td>Whole Grain Bread</td>
<td>Soy Beverage</td>
</tr>
<tr>
<td>VB</td>
<td></td>
<td>Yogurt</td>
</tr>
</tbody>
</table>

**Andy Says…**
Whenever and wherever your snack choice, remember to floss and brush your teeth after eating!

**Dig it!**
Which recipe from this builder did you like the best? The worst?

Were there any foods from the 1-2-3 Snacker you didn’t know? Pick one and fill in the boxes below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Food Name</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What’s next?**
Skill Builder 4 can help you keep your energy up when living an active life. Whether you are playing sports or living an active lifestyle, it is important to eat right!
### Skill Builder 4: Energy Eat

#### Skills Checklist
- Explain how much energy each food group can provide
- Combine foods for maximum energy

#### Dream it!

#### Background for Leaders

To achieve the best results on an exercise program, a pre– and post– workout snack is a good idea. Working hard through a workout that is inadequately fuelled does not serve to burn fat. In fact, you promote fat storage while burning muscle. Yikes! Eating a 1-2-3 snack 2 hours prior to your workout is ideal in most cases. For example, peanut butter (or ham or tuna or turkey) sandwich and banana. Don’t forget water! Protein shakes and bars are popular and very convenient. Many are designed to have the nutritional balance of a meal. For example, Power bars, Vector bars, Boost, etc. After a workout, one should eat within 20 minutes. A post-workout snack serves to replenish glycogen stores in your muscle. Optimal refuelling occurs right after your workout. A carb-protein mix is best, e.g., chocolate milk, power shake, protein bar, yogurt. Drinks or soft foods will sit best in the stomach. See kidshealth.org/kid/stay_healthy/food/sports.html for more information.

#### Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Have members describe the words in terms of their experiences to solidify their knowledge.

#### Age Considerations

<table>
<thead>
<tr>
<th>Carbohydrates</th>
<th>Any of a group of organic compounds that includes sugars, starches, cellulosides, and gums and serves as a major energy source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>Fundamental component of living cells that includes enzymes, hormones, and antibodies, that are necessary for the proper functioning of an organism</td>
</tr>
</tbody>
</table>

- 10+

#### Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

#### Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

#### Activating Strategies

Where do common beverages fall under the Canada's Food Guide? What should you be looking for in a beverage? What are some beverages that would be a better alternative to sugary drink?

Have members come up with four snacks that they can make and take to their activities for both before and after. The first should be a 1-2-3 snack (builder) and the second should have carbohydrates and protein in it.
Nutrition Shaker

**Time Required:** 10 minutes

**Ingredients**
- 1 cup milk or soy milk
- ½ cup yogurt, or soyurt
- 1 banana
- 1 cup strawberries
- 1 cup peaches
- 1 tbsp flax seed oil (optional)
- 2 tbsp skim milk powder (optional)

**Directions**
1. Mix ingredients in a blender. You may wish to add the fruits one at a time.
2. Pour in a glass to enjoy now or in a bottle to enjoy later.

Health Bar

**Time Required:** 45 minutes

**Ingredients**
- 2 tablespoons soft margarine
- 2 tablespoons brown sugar
- 1 tablespoon honey
- 1 tablespoon light molasses
- 1 cup quick rolled oats
- 2 tablespoons whole wheat flour (or all-purpose)
- 2/3 cup dried fruits
- 1 tablespoon margarine
- 1/2 cup boiling water
- 1 egg, slightly beaten
- 1/4 cup regular or wheat flour
- 2 tablespoons wheat germ
- 2 tablespoons wheat bran (can substitute flour)
- 3/4 teaspoon cinnamon
- 1/2 teaspoon salt
- 1/2 cup chopped walnuts

**Directions**
1. Combine first 6 ingredients.
2. Press into greased (buttered) 8x8 inch baking pan.
3. Bake at 350 degrees for 5 minutes
4. Combine in a bowl the dried fruits, margarine, and boiling water. Let stand for 5 minutes.
5. Add to fruit mixture the slightly beaten egg, brown sugar, 1/4 cup wheat flour, wheat germ, wheat bran, cinnamon, salt, and chopped walnuts. Stir together until well blended. Spread over prebaked bottom crust.
6. Return to 350 degree oven and bake for 25-30 minutes.
Fruity Smoothy

**Time Required:** 5 minutes

**Ingredients**
- 6 strawberries
- 250 mL plain yogurt
- 250 mL skim milk
- 1 ripe banana
- 10 mL sugar
- 5 mL vanilla
- Pinch of nutmeg

**Directions**
1. Combine strawberries, yogurt, milk, sugar, nutmeg and vanilla in blender or food processor.
2. Blend until smooth.

**Yield:** 4 glasses

How Sweet It Is

**Time Required:** 20 minutes

**Equipment/Supplies**
- Sugar cubes
- Clear plastic cups that hold 1 cup (250 mL) of liquid
- Water, milk, chocolate milk, 100% unsweetened orange juice, iced tea, 100% unsweetened apple juice, Kool-Aid™, SunnyD™, Cola, Sprite™, or Tang™
- For Slurpees™, collect the cup sizes rather than bringing in the beverage.

**Instructions**
1. Have the members guess the order of least sweet to sweetest of the drinks and write the rankings down. You may allow them to taste test if there is enough.
2. Have cups set up with the correct amounts of sugar cubes in them.
3. Have members match the drinks with the number of cubes.
4. Check the answers and allow the members to write the correct ranking in their books.

**Note:** 5 g of sugar = 1 tsp of sugar = 1 sugar cube

**Studies have shown a link between sugar and tooth decay. The longer the teeth are in contact with sugar, the greater the risk of tooth decay. This includes sugar found in beverages, which wash the teeth with sugar.**

**Discuss the amount of sugar in beverages such as milk and juice and that those beverages contain other important nutrients; milk contains calcium, protein and vitamin D, 100% juice also contains folic acid, vitamin C, potassium and other trace vitamins and minerals. Soft drinks and other sweetened beverages may only contain sugar, colour and flavour, and dark coloured soft drinks and iced tea often contain caffeine.**

**Remember that even though beverages may have pictures of fruit on them, it does not mean they contain 100% fruit juice!**
Dig it!

- What is the formula for an energy filled snack?
- Will you make any changes to your beverage choices based on the activity you did?
- How will you share this information with others (4-H club, friends, family)? This might be a fun activity / experiment to demonstrate at a club meeting or for 4-H Communications. It may also be part of the members' Showcase Challenge.

What's next?

Skill Builder 5 will help members feed their brains. Snacking at the right time and on the right foods can boost energy for studying and help increase alertness and focus.

### Leader's Notes
In the Member Manual

Skill Builder 4: Energy Eat

Andy Says....
Being active is an important part of being healthy. Eating right is another key. To have the right amount of energy for sports and exercising, you need to eat a 1-2-3 snack about 2 hours before and then within 20 minutes after, a snack full of carbohydrates and protein. Don’t forget to drink lots of water too!

SKILLS CHECKLIST

- Explain how much energy each food group can provide.
- Combine foods for maximum energy.

Important Words
Watch out for these important words in this builder. Carbohydrates, Protein.

Dream it!

What are some easy snacks to take along to your sporting events? Design one each for before and after your activity. Hint: check previous builders for ideas, remember food safety practices!

<table>
<thead>
<tr>
<th>Snacks #1</th>
<th>Snacks #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>Before</td>
<td>After</td>
</tr>
</tbody>
</table>

Do it!

Get Cooking

Nutrition Shaker

Ingredients
- 1 cup milk or soy milk
- ½ cup yogurt, or soyurt
- 1 banana
- 1 cup strawberries
- 1 cup peaches
- 1 tsp flax seed oil (optional)
- 2 tsp skim milk

Directions
1. Mix ingredients in a blender. You may wish to add the fruits one at a time.
2. Pour in a glass to enjoy now or a bottle to enjoy later.

This shake is great for drinking after being active!

Recipe adapted from UW Food Services, University of Waterloo

More Eats!

Make a virtual shake at http://www.nutritionexplorations.org/kids/activities/shake.asp or for more information on eating for energy see http://kidshealth.org/kid/energyfood/sports.html

Health Bar

Ingredients
- 2 tablespoons soft margarine
- 2 tablespoons brown sugar
- 1 tablespoon honey
- 1 tablespoon light molasses
- 1 cup quick rolled oats
- 2 tablespoons whole wheat flour
- ½ cup dried fruit
- 1 tablespoon margarine
- ½ cup boiling water
- 1 egg, slightly beaten
- ¼ cup regular or wheat flour
- 2 tablespoons whole wheat germ
- 2 tablespoons wheat bran
- 3/4 teaspoon cinnamon
- ¼ teaspoon salt
- ½ cup chopped walnuts

Directions
1. Combine first 6 ingredients.
2. Press into greased (buttered) 8x8 inch baking pan.
3. Bake at 350 degrees for 5 minutes.
4. Combine in a bowl the dried fruits, margarine, and boiling water. Let stand for 5 minutes.
5. Add to fruit mixture the slightly beaten egg, brown sugar, 1/4 cup wheat flour, wheat germ, wheat bran, cinnamon, salt, and chopped walnuts. Stir together until well blended. Spread over prebaked bottom crust.
6. Return to 350 degree oven and bake for 25-30 minutes.

More Eats!

Want to know about wheat? http://library.thinkquest.org/5443/whistory.html

Fruity Smoothy

Ingredients
- 6 strawberries
- 250 ml plain yogurt
- 250 ml skim milk
- 1 ripe banana
- 10 ml sugar
- 5 ml vanilla
- Pinch of nutmeg

Directions
1. Combine strawberries, yogurt, milk, sugar, nutmeg and vanilla in blender or food processor.
2. Blend until smooth.

Yield: 4 glasses

If you are lactose intolerant or want to try something new, try soy milk and soy yogurt instead!

Andy's Amazing Animals!

- A bee flies the equivalent of the distance around the world three times to make 1/2 kg or 1.1 lbs of honey! That sure is hard work!
- Salmon are a unique fish as they live part of their life in fresh water and part of their life in salt water!
How Sweet It Is

When thinking about food choices, most people are aware of what they eat, but sometimes forget to include drinks. As a group, try and put all the drinks in the order from least sugar to most (sweetest). Then rank them from (least) to 15 (most) in the chart. Have your leader go over the actual answers and record the real ranking in the last column. Were you close?

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Estimate Guess (1 - 15)</th>
<th>Actual (1 - 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Juice (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chocolate Milk (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cola (1 can, 355 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Gulp Slurpee (2000 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iced Tea (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kool-Aid™ (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange Juice (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slurpee (16 oz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slurpee (22 oz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slurpee (32 oz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprite™ (1 can, 355 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SunnyD™ (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tang™ (250 mL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water (250 mL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dig it!

Discuss the following questions with your project group or leader:

- What is the formula for an energy-filled snack?

Will you make any changes to the choices of beverages based on the activity you did?

How will you share this information with others (4-H club, friends, family)?

What's next?

Eating the proper foods can help your brain work at its best. Drinking water is extremely important too as dehydration causes the brain to lose efficiency.
Dream it!

Background for Leaders

Virginia Woolfe knew that food could influence the brain, and modern day research has proved her to be completely correct.

Water and oxygen are important for maximum brain functioning. The majority of our brains are constantly partially dehydrated. 2 L of water a day can make a big difference in how our brains work. After eating, most of the oxygen in our bodies is digesting the food in our stomachs so our brains lack it and thus, we begin to feel sleepy.

Acetylcholine, dopamine, and serotonin are three important neurotransmitters that can be found in our foods as well as our brains. Acetylcholine is involved with muscle movement, inhibitions, and memory. Egg yolks, peanuts, wheat germ, liver, fish, milk, cheese, and vegetables like broccoli, cabbage, and cauliflower are known to contain acetylcholine. Dopamine regulates movement, attention, and learning. Dopamine is found in all protein rich foods. Serotonin is used for mood, appetite, and feelings of pleasure. Pasta, potatoes, cereals, and breads contain serotonin.

The brain is composed of more than 60% fat, as the myelin sheath that protects the brain cells is mainly fat. This is why Omega - 3 fatty acids are so important to brain growth and development. The 'B' complex vitamins are particularly important for the brain and play a vital role in producing energy. Vitamins A, C and E are powerful antioxidants that promote and preserve memory. Minerals are also critical to mental functioning and performance. Magnesium and manganese are needed for brain energy. Sodium, potassium and calcium are important in the thinking process and facilitate the transmission of messages.

Important Words

Here are some examples of how to use the “important words” to increase the members understanding:

- Ask members to form a mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Omega-3</th>
<th>Polyunsaturated fatty acids that are found in fish, fish oils, vegetable oils, and green leafy vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choline</td>
<td>A natural amine, C₅H₁₃NO₂, often classed in the vitamin B complex</td>
</tr>
</tbody>
</table>

Age Considerations

- 10+
Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Have members research one of the words that is important to brain health and make a poster about how their word affects the brain. After all the posters are finished (perhaps at the next meeting), do a gallery walk so that everyone can learn about the different words. Possible words are Vitamin E, Iron, B-Vitamins, Choline, Omega-3 Fatty Acids, Antioxidants, Phytochemicals, Catechins, Magnesium, Manganese, Sodium, Calcium, Potassium, Protein, Glucose, Carbohydrates, Serotonin, Dopamine, Acetylcholine, Oxygen, Hydrogen Dioxide (water).

- Antioxidants boost your brain health and longevity. Darkly coloured vegetables and fruits contain phytochemicals (blueberries, in particular), and green tea is packed with catechins.
- Omega-3 fatty acids are found in many kinds of seafood, and have been linked to regenerating nerve cells and reducing brain inflammation.
- The B family of vitamins is a rich source of food for the nervous system. The messages our brain sends back and forth between our nerves depend on B-complex vitamins, especially folic acid, vitamin B6, and choline. Folic acid can be found in dark greens, including spinach, asparagus, romaine lettuce, turnip or mustard greens, black beans, garbanzo beans, or pinto beans, egg yolks, soybeans, peanut butter, potatoes, and whole-wheat bread.
- Iron helps our blood supply oxygen to our body. Deficiencies in iron have been associated with ADHD, learning disabilities, and lowered IQ. It stands to reason, then, that our reasoning skills could benefit from foods that contain iron. Find iron in foods like spinach, blackstrap molasses, lentils, tofu, broccoli, and Brussels sprouts.
- Vitamin E, especially taken along with vitamin C, has been linked to reduced cognitive decline with aging. Take note of vitamin-E-rich foods: mustard and turnip greens, spinach, and broccoli, sunflower seeds, almonds, or olives.

Do it!

Get Cooking

Trail Mix

Time Required: 20 minutes

Ingredients

- 15 mL margarine
- 250 mL peanuts
- 50 mL shelled sunflower seeds
- 300 mL raisins
- 150 mL dried apricots
- Dash of salt

Directions

1. Melt margarine in frying pan over medium heat
2. Add peanuts and sunflower seeds.
3. Stir often until browned.
4. Pour into a bowl. Cool.
5. Add raisins and apricots. Stir.
6. Sprinkle with salt.

Yield: 750 mL
Get Cooking

Banana Raisin Bars

**Time Required:** 60 minutes

*Ingredients:*
- 750 mL quick cooking oats
- 250 mL long thread coconut
- 250 mL raisins
- 125 mL seeded sunflower seeds
- 125 mL peanuts, chopped
- 125 mL margarine
- 50 mL corn syrup
- 50 mL liquid honey
- 1 large egg
- 5 mL vanilla
- 75 mL mashed bananas

**Directions:**
1. Heat over to 350 F (180 C)
2. Grease 22 x 33 cm baking pan
3. Combine first 5 ingredients in mixing bowl
4. Place the next 6 ingredients in a small bowl and beat together until light and fluffy
5. Stir into the rolled oat mixture and mix well
6. Spread into pan
7. Bake 50 minutes until light and golden.
8. Remove pan from oven with oven mitts
9. Cool and cut into bars.

Fruit Kabobs

**Time Required:** 20 minutes

*Ingredients:*
- 1/4 cup (50 mL) Fruit-flavoured yogurt
- Variety of fruit (apple, banana, oranges, canned pineapple chunks, strawberries, cantaloupe, honeydew, kiwi fruit, seedless grapes)
- Wood skewers with the ends cut off

*Directions:*
1. Wash and peel the fruit as necessary.
2. Cut up fruit into large bite-size chunks using a butter knife.
3. Make the fruit kabobs by sliding chunks of fruit onto the skewers.
4. Dip the fruit kabob into the yogurt.
5. Enjoy.

**Yield:** 1 serving

**Ate Mistake**

**Time Required:** 10 minutes

*Instructions*

Decide if each statement is a truth or a myth.

Breakfast is the most important meal of the day.  **Truth**  **Myth**

Caffeine rich foods make a great snack in the middle of the day.  **Truth**  **Myth**

No snacking after supper.  **Truth**  **Myth**

Do not go shopping when you are hungry.  **Truth**  **Myth**

Jube Jubes are fat free so I can eat as many as I want.  **Truth**  **Myth**

Memory and mood are impacted by the foods we eat.  **Truth**  **Myth**

Explanations are on the next page.
Breakfast: A balanced morning meal boosts your metabolism, and helps you cut down on evening snacking. Don’t skip breakfast … try a protein shake, or even chocolate milk, for an energy boost!

Caffeine: A temporary high is followed by an all-time energy low. Power up with protein! E.g., yogurt, chocolate milk, protein bar, banana + almonds, cheese + crackers, peanut butter sandwich.

Evening: As we learned in the third builder, if you are active after supper, a snack is okay.

Shopping: You are more likely to hear those “treat” foods calling you, when you are hungry. High sugar, high fat foods pack quite a punch calorie-wise but are low in nutritional value. Perhaps they are best left on the shelf.

Jube Jubes: a 250ml portion of candy has about 400 calories and 96g of sugar … that’s 26 little packages of sugar you are eating!!

Memory: As we learned in this builder, food can be very powerful in brain growth and development in both of these areas.

**Dig it!**

What did the members think of the foods in this builder? Would they like to change any of the recipes for next time?

Have the members fill in the blanks with the words in the word bank.

**Answers:**

Balance your GLUCOSE - it provides fuel for your brain.

Try to eat CARBOHYDRATES in the evening as they promote relaxation and sleep.

Eat essential fats - ensure your diet is rich in OMEGA - 3 fats found in oily fish.

Try to eat a PROTEIN based lunch to optimise your mental performance and alertness throughout the day.

Eat foods rich in VITAMINS and MINERALS to ‘fine tune’ your mind.

Drink 1.5 to 2 litres of WATER a day to keep your brain well hydrated.

Eat your main meal before 7 p.m. to maximize the OXYGEN in your brain.

**What’s next?**

The final builder is all about those times when you allow yourself to have a snack that perhaps isn’t so healthy. Treats are a part of healthy eating when consumed in moderation.
**Skill Builder 5: Brain Food**

**Andy Says...**
By eating the right food, you can boost your IQ, improve your mood, be more emotionally stable, sharpen your memory, think quicker, be better coordinated and balanced, and improve your concentration. Food sure is powerful!

**SKILLS CHECKLIST**
- Describe how healthy foods help brain development.
- Avoid common snacking errors.

**Important Words**
Watch out for these important words in this builder:
Omega-3, Choline

**Andy's Fun Fact...**
Water makes up 83% of blood which delivers nutrients to the brain and eliminates toxins. Your brain needs to be fully hydrated so that it functions at optimum levels. Most people are permanently partially dehydrated. This means that their brain is working considerably below its capacity and potential.

**Dream it!**
Research one of the following words that are important to brain health and create a poster about it in the space below or on another paper. Go on a “gallery walk” of all the other members’ posters to learn about feeding your brain. Words: Vitamin E, Iron, B-Vitamins, Choline, Omega-3 Fatty Acids, Antioxidants, Phytochemicals, Catechins, Magnesium, Hanganese, Sodium, Calcium, Potassium, Protein, Glucose, Carbohydrates, Serotonin, Dopamine, Acetylcholine, Oxygen, Hydrogen Dioxide.

---

**Do it!**

**Get Cooking**

**Trail Mix**

**Ingredients:**
- 15 mL margarine
- 250 mL peanuts
- 50 mL shelled sunflower seeds
- 300 mL raisins
- 150 mL dried apricots
- Dash of salt

**Directions:**
1. Melt margarine in frying pan over medium heat.
2. Add peanuts and sunflower seeds.
3. Stir often until browned.
4. Pour into a bowl. Cool.
5. Add raisins and apricots. Stir.
6. Sprinkle with salt.

**Banana Raisin Bars**

**Ingredients:**
- 750 mL quick cooking oats
- 250 mL long thread coconut
- 250 mL raisins
- 125 mL shelled sunflower seeds
- 125 mL peanuts, chopped
- 125 mL margarine
- 50 mL corn syrup
- 50 mL liquid honey
- 1 large egg
- 5 mL vanilla
- 75 mL mashed bananas

**Directions:**
1. Heat over to 350 F (180 C)
2. Grease 22 x 33 cm baking pan
3. Combine first 5 ingredients in mixing bowl
4. Place the next 6 ingredients in a small bowl and beat together until light and fluffy
5. Stir into the rolled oat mixture and mix well
6. Spread into pan
7. Bake 50 minutes until light and golden.
8. Remove pan from oven with oven mitts
9. Cool and cut into bars.

**More Eats!**
Keeping your brain healthy involves more than food. Keep it active through mental activities and games. Try some at http://www.rinkwork.com/brainfood/

**Fruit Kabobs**

**Ingredients:**
- 1/4 cup (50 mL) fruit-flavoured yogurt
- Variety of fruit (apple, banana, oranges, canned pineapple chunks, strawberries, cantaloupe, honeydew, kiwi fruit, seedless grapes)
- Wood skewers with the ends cut off

**Directions:**
1. Wash and peel the fruit as necessary.
2. Cut up fruit into large bite-size chunks using a butter knife.
3. Make the fruit kabobs by sliding chunks of fruit onto the skewers.
4. Dip the fruit kabob into the yogurt.
5. Enjoy.

**Yield:** 1 serving
Are Mikhail

Decide if each statement is a truth or a myth. Discuss the answers with your leader.

- Breakfast is the most important meal of the day. Truth    Myth
- Caffeine rich foods make a great snack in the middle of the day. Truth    Myth
- No snacking after supper. Truth    Myth
- Do not go shopping when you are hungry. Truth    Myth
- Juicy Jubes are fat free so I can eat as many as I want. Truth    Myth
- Memory and mood are impacted by the foods we eat. Truth    Myth

Dig it!

Think about your Learning... Review the Skills Checklist on page 15. What skills have you developed? Do you need more practice?

How were the recipes in this builder? Are there changes you would make for next time?

Fill in the blanks from the Word Bank below to form tips that help your brain perform at its best.

- Balance your ____________ - it provides fuel for your brain.
- Try to eat ____________ in the evening as they promote relaxation and sleep.
- Eat essential fats - ensure your diet is rich in ____________ fats found in oily fish.
- Try to eat a ____________ based lunch to optimize your mental performance and alertness throughout the day.
- Eat foods rich in ____________ and ____________ to 'tune' your mind.
- Drink 1.5 to 2 litres of ____________ a day to keep your brain well hydrated.
- Eat your main meal before 7 p.m. to maximize the ____________ in your brain.

Word Bank

- carbohydrates, glucose, minerals, omega - 3, oxygen, protein, vitamins, water

What’s next?

The last skill builder is about moderation and balance in choosing tasty snacks. Within a balanced diet, sometimes it is ok to eat foods that are less healthy. Life is about balance!
Skill Builder 6: Tasty Treats

Skills Checklist
- Demonstrate how moderation and balance affect snack choices

Dream it!

Background for Leaders
A part of being healthy is being happy. Any food can be fit into a diet as long as it is consumed in moderation and balance. This builder teaches members how to make sometimes snacks that are still healthier than a chocolate bar or dish of ice cream.

Important Words
Help members define the following words and look for members using this vocabulary in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence to show that connections are useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Sometimes Snacks</th>
<th>Not-so-healthy snacks that can be eaten occasionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday Snacks</td>
<td>Healthy snacks that can be eaten at any time</td>
</tr>
</tbody>
</table>

Age Considerations
- 10+

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
- What are snacks members like to eat occasionally? Everyday? Have the members square the everyday snacks and circle the sometimes snacks. They can provide their own answers in the shapes.
Do it!

Get Cooking

Apple of My Eye

Time Required: 20 minutes

Safety Considerations: You may wish cut the core out of the apples.
Make sure members use oven mitts to remove the apple container from the microwave or oven.

Ingredients (for each apple)
- 1 Apple
- 2 tsp Brown sugar
- ¼ tsp Cinnamon
- 1 tsp Raisins
- ½ tsp non- hydrogenated margarine

Yield: 4 servings

Notes:
If you do not have an apple corer, use the tip of a vegetable peeler to remove as much apple core as possible without breaking the apple. This recipe can be baked in the oven for 20 minutes at 350 F.

Directions (for four apples)
1. Wash apples well and remove stems and cores.
2. Mix brown sugar, cinnamon and raisins together.
3. Place into the centre of the apple
4. Add margarine to the top of the apple.
5. Place 4 prepared apples into a microwaveable casserole dish.
6. Add ½ cup of water to the bottom of the dish.
7. Microwave apples on high for 5 minutes.
8. Spoon remaining liquid from bottom of the dish onto apples.

O-Shaped Cereal Bars

Time Required: 15 minutes

Ingredients:
- 1500 mL cheerios
- 250 mL honey
- 125 mL sugar
- 250 mL peanut butter
- 250 mL raisins
- 125 mL chopped pecans

Directions:
1. Bring honey and sugar to a boil in saucepan stirring frequently.
2. Remove from heat. Add peanut butter.
3. Add cheerios, raisins, and pecans.
4. Mix well and press into a 22 x 33 cm pan
5. Let stand until cool.
6. Cut into bars.

Andy Says

Time Required: 30 minutes

Age Considerations: 10-11 years

Instructions: Using the information on the next page as a starting point for calling out, establish a ‘finish line’ and have the members stand in a straight line (side by side a few feet apart).
Call the names of “everyday” and “sometimes” snacks.
When an “everyday” snack is mentioned, the children take one jump forward.
When a “sometime” snack is mentioned the children remain still. If a child jumps they go back to the beginning point. For example, if the leader says “Andy says, eat an apple,” the children take one jump. If the leader says, ”Andy says, eat a chocolate bar,” the children don’t move and if they do they must go back to the beginning and start again. The first child to cross the finish line becomes Andy.
Andy’s Snack Word Search

The answer to the word search is below.

<table>
<thead>
<tr>
<th>Everyday Snacks</th>
<th>Sometimes Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes</td>
<td>Candy</td>
</tr>
<tr>
<td>Bananas</td>
<td>Chocolate</td>
</tr>
<tr>
<td>Raw Veggies</td>
<td>Potato Chips</td>
</tr>
<tr>
<td>Apples</td>
<td>Fruit Roll Up</td>
</tr>
<tr>
<td>Milk</td>
<td>Kool-Aid, Pop, Sports Drink</td>
</tr>
<tr>
<td>Cheese and Crackers</td>
<td>Nachos with Cheese Sauce</td>
</tr>
<tr>
<td>Peanut Butter Sandwich</td>
<td>Donut</td>
</tr>
<tr>
<td>Fruit Smoothy</td>
<td>Milk Shake</td>
</tr>
<tr>
<td>Fruit Yogurt</td>
<td>Ice Cream</td>
</tr>
<tr>
<td>100% Fruit Juice</td>
<td>Slurpee</td>
</tr>
<tr>
<td>Dried Cereal</td>
<td>Cheese Puffs</td>
</tr>
</tbody>
</table>

**Dig it!**

Discuss the following questions with the members:

- Which recipe do you like the best from this skill builder?
- How would you explain to someone how you make choices about your snacks?
- What is one thing you will do differently when choosing when or what to eat for a snack?

Congratulations! You have completed all of the builders in the Discovering Snacking Sense book. Members will now begin to work on the Showcase Challenge. Have a great Achievement! The members could not have done it without you.
In the Member Manual

Skill Builder 6: Tasty Treats

Andy Says....
This project has explored the reasons why getting into the habit of healthy eating is important. Do you wonder if it's ever okay to eat something less healthy? Sometimes it is okay, but you have to remember how important it is to have balance and moderation of food combined with an active lifestyle.

Skills Checklist
- Understand how moderation and balance affect snack choices

Important Words
Look out for these important words in this builder:
- Sometimes Snack
- Everyday Snack

Dream It!
Circle the snacks that you can enjoy occasionally. Square the ones you can eat daily. Write your own 'sometimes' (circles) and 'everyday' (square) options in the blank shapes.

Carrot Sticks
Apple Slices
Cheese & Crackers
Dill Pickles
Buttered Popcorn
Potato Chips
Licence
S'mores
Yogurt Parfait
Ice Cream Sandwich

Do It!
Get Cooking
Apple of My Eye
Ingredients (for 4 apples)
- 4 Apples
- 8 tsp Brown sugar
- 1 tsp Cinnamon
- 4 tsp Raisins
- 2 tsp Non-hydrogenated margarine

Directions (for four apples)
1. Wash apples well and remove stems and cores.
2. Mix brown sugar, cinnamon and raisins together.
3. Divide mixture into 4 parts and place one portion into the centre of each apple.
4. Add margarine to the top of the apples.
5. Place 4 prepared apples into a microwaveable casserole dish.
6. Add ½ cup of water to the bottom of the dish.
7. Microwave apples on high for 5 minutes.
8. Spoon remaining liquid from bottom of the dish onto apples.

Yield: 4 Servings

Andy's Fun Fact!
If it wasn't for worms in apples you might not have a lot of good old-fashioned apple recipes. Cooks in the past got around the worm in the apple by making apple sauce, apple butter, apple jelly, and sliced apple dishes.

Andy's Earth
Individually wrapped snacks can generate a lot of garbage for the environment. Fruit or homemade snacks are a great solution that are also good for your health.

O-Shaped Cereal Bars
Ingredients:
- 1500 mL O-shaped cereal
- 250 mL honey
- 125 mL sugar
- 250 mL peanut butter
- 250 mL raisins
- 125 mL chopped pecans

Directions:
1. Bring honey and sugar to a boil in saucepan stirring frequently.
2. Remove from heat. Add peanut butter.
3. Add cereal, raisins, and pecans.
4. Mix well and press into a 22 x 33 cm pan
5. Let stand until cool.
6. Cut into bars.

Andy says...
Humans aren’t the only species that like salty snacks. Animals will chew up hikers’ backpack straps if they get the chance because there is salty sweat on them. Porcupines will chew up an outhouse because the glue in the plywood is salty!

Cattle lick blocks of salt as part of their diet. This helps farmers ensure that their cattle get the right amount of nutrients.

More Eats!
Head to this website to play some games: www.cheerios.com/forkidsforkids_home.aspx
Andy Says

Play this version of 'Simon Says' with your project group or at your next 4-H club meeting. If 'Andy' says the name of a snack you can eat every day, take a step forward. If it is a snack you should only eat sometimes, don't move. If you do, it's back to the start of the line for you! The first one to cross the finish line wins!

Andy's Snack Word Search

Find the 'everyday snacks' and 'sometimes snacks' in this word search!

| L O A X L V E C T Z S E C B N | APPLE |
| J U R X Q I F V V R P I H B D | POP |
| S T Q X O C C R E X U S O G N | BANANA |
| T Y N R O C P O P R M G C X U | POPCORN |
| O D L T C O N O R N Y N O K M | CANDY |
| R N A Y X E K U J I E D L Y J | SANDWICH |
| R A E M I T E M O S C E A A P | CARROTS |
| A C R I T H P S I A Y E T Y D | SOMETIMES |
| C J E P G O N E L P I P A E O O | CEREAL |
| Z O C H P S A N A N A B M R N | YOGURT |
| N X O H C I W O N A S Y I A U | CHIPS |
| J H L Q F C H J P V U L N T | CHOCOLATE |
| H C O O K I E S R K Q S K G S | COOKIES |
| N C W R P I N E A P P L E I | DONUTS |
| N A C H O S I L E L Z C J L | EVERYDAY |

Dig it?

Discuss with your project group or leader:

- Which recipe do you like the best from this skill builder?
- How would you explain to someone how you make choices about your snacks?
- What is one thing you will do differently when choosing when or what to eat for a snack?

What's next?

Now that you have finished all the builders in this project it is time to think about and plan for the Showcase Challenge. Your portfolio page is where you can make sure your Discovering Snacks Project Skills Chart is complete. There will also be space for you to write down some thoughts and reflections on the project (what you liked, didn't like, etc.).
Showcase Challenge

Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club. Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about.
- Act out a play.
- Create a game.
- Use your new skills to help with the Club achievements plans.
- Make a poster or display.
- Make a video or slideshow.
- Or come up with your own idea. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea:

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?

Do It!

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!

Now that you have showcased your project skills:

- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future (in different situations?)

In the Member Manual

Showcase Challenge

Have members use their member project books to help them in organizing what they have learned. The form of presentation can vary according to the wishes of the leaders and member’s ability. Information could be presented in many forms, some of which are posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the member workbook. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the portfolio page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

In the Member Manual

![Portfolio Page](image)

**My 4-H Portfolio Page**

Name: __________________ Date: ___________ Year in 4-H: ___________

Club: __________________ Hours Spent on 4-H: ___________

(Please list Project and Other 4-H Activities)

**Discovering Snacks Project Skills Chart**

To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Skill Builder had a Skills Checklist which identified the skill you will learn.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
</tbody>
</table>
| 1             | • Explain what makes a snack healthy  
                • Create snacks for between breakfast and lunch | |
| 2             | • Produce healthy after-school snacks  
                • Recognize different types of snacks | |
| 3             | • Decide if they need a snack between supper and bed time | |
| 4             | • Explain how much energy each food group can provide  
                • Combine foods for maximum energy | |
| 5             | • Describe how healthy foods help brain development  
                • Avoid common snacking errors | |
| 6             | • Demonstrate how moderation and balance affect snack choices | |

**Showcase Challenge**

<table>
<thead>
<tr>
<th></th>
<th>Explain success in using the skills listed above</th>
</tr>
</thead>
</table>

**Additional Comments/Activities:**

**Leader Point of Praise!**

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ____________________________
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

[Blank lines]

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.**

Member Point of Pride!

What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: ______________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature: ____________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
**What is 4-H?**

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

**4-H Motto**

“Learn To Do by Doing”

**4-H Pledge**

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

**4-H Quality Equation Principles**

**Quality People**
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

**Quality Experiences**
- Provide members with personal development and skill development experiences.

**Quality Projects**
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)