



## Lesson 4 Healthy Snacks

Activity & Time	What to Say and Do	Supplies Needed
<p><b>Get It Together</b></p> <p>5 minutes</p>	<p><b>Snacks On Review – Part I</b></p> <p>As the youth arrive, have them help set up a taste test.</p> <ul style="list-style-type: none"> <li>Place a number on each package of popcorn, and a corresponding number on a paper plate or bowl that will be used to hold that brand of popcorn when it has been micro-cooked.</li> <li>Make a list of things they would consider if deciding which popcorn to buy (criteria).</li> <li>Make a chart on newsprint with rows (equal to the number of criteria) and columns (equal to the number of samples, or brands and flavors to be tasted). Write their criteria in boxes down the left column; write the sample # in boxes across the top row. See the sample chart, page 2, <i>Building Judging Skills in Afterschool Youth</i>.</li> </ul> <p>[To be continued after 4-H Time!]</p>	<p>Several brands and flavors of popcorn            Paper plates  <i>Building Judging Skills in Afterschool Youth</i>            Newsprint            Markers</p>
<p><b>Welcome to 4-H Microwave Magic</b></p> <p>5 minutes</p>	<p>Gather youth for 4-H Time. Ask them to “check in” with a thumb up or thumb down to show how they think the day has gone.</p> <p>Recite the 4-H pledge with the children.</p> <p>Introduce the day’s focus and activities.</p> <p>Thinking about making snacks in the microwave oven, have youth identify some things they think they will do or learn related to the H’s. Write their answers on a newsprint <i>4-H Wheel of Life</i>. For example:</p>	<p>4-H flag            4-H pledge</p> <p>Newsprint - <i>4-H Wheel of Life</i>            Markers</p>

	<p>HEALTH – Belonging: working together, share ideas  HANDS – Mastery: learning to make healthy snacks  HEART – Generosity: helping each other, cleaning up our space  HEAD - Independence: drinking plenty of water, eating healthy foods</p> <p>Remind children of the importance of kitchen safety. Instruct them to wash their hands; sing one of the <i>Hand Washing Songs</i>.</p>	<p><i>Hand Washing Songs</i></p>
<p><b>Culinary Concepts Experiments Demonstrations</b></p> <p>10 minutes</p>	<p><b>Judging Products the 4-H Way</b>  Introduce youth to the 4-H judging process using one or more of the examples from <i>Building Judging Skills in Afterschool Youth</i> – cup judging, pencil judging, or banana judging.</p> <p>Look at the newsprint chart the youth created for judging the popcorn. Ask youth to review the criteria they selected for ranking the popcorn. Do they want to change of the criteria? Some ideas to consider:</p> <ul style="list-style-type: none"> <li>• Ease of preparation</li> <li>• Cooking time</li> <li>• Sensory criteria = appearance, taste, texture, aroma</li> <li>• Nutrient value</li> </ul>	<p><i>Building Judging Skills in Afterschool Youth</i></p>
<p><b>Culinary Skills</b></p> <p>25 minutes</p>	<p><b>Granola</b>  Divide youth into 2 groups. Have each group measure and add half of the ingredients. Follow the directions for the recipe, see recipe sheet for this lesson. Remind youth to stir, rotate, and cover. Clean up.</p> <p>When cool, sample the granola and snack mix. Store any remaining product in covered container or sealed bag.</p> <p>While the Granola cooks and cools continue with the popcorn class of judging:</p>	<p><i>Microwave Magic:  Level A – Bag of Tricks</i></p> <p>Ingredients (see Planning Guide)  Equipment (see Planning Guide)</p>

	<p><b>Snacks On Review – Part II</b> Use either the newsprint chart or hand out individual Judging Sheets to review and compare the samples. Prepare the samples of popcorn. Have youth taste each sample, note their impression, and rank their favorites. Ask:</p> <ul style="list-style-type: none"> <li>• Why is it important to consider things like brand, cost, preparation time, cooking time, cleanup time, and flavor when choosing food products?</li> <li>• Were you surprised by the results?</li> </ul>	<p><i>4-H Judging Sheet</i> (or newsprint chart) Popcorn samples and marked plates</p>
<p><b>Nutrition Nuggets &amp; Fast Facts</b>  5 minutes</p>	<p>Review GRAINS on the <i>My Plate</i>. Key points to make:</p> <ul style="list-style-type: none"> <li>- Substitute, rather than add, whole grain products for refined products</li> <li>- Ways to add whole grains – brown rice, whole-wheat pasta, barley in soups, oat flour, rolled oats</li> <li>- Try a snack of unsweetened, whole grain cereals</li> <li>- Try whole-grain snack chips such as baked tortilla chips</li> <li>- Popcorn can be healthy without added butter or salt</li> <li>- Read nutrition labels</li> </ul>	<p><i>My Plate</i> poster  Tips to help you eat whole grains (<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>)</p>
<p><b>Reflection Connection</b>  10 minutes</p>	<p><b>4-H Project Portfolio</b> Review what youth have eaten today and where it fits on the pyramid. Have youth write about today’s activities in their portfolio.</p> <p><b>Wrap up questions</b></p> <ul style="list-style-type: none"> <li>• How could we use this granola recipe in our diets?</li> <li>• If you were to make it again, is there anything you would do differently? Or Add?</li> <li>• Did you learn anything new about using the microwave oven?</li> <li>• What did you learn about judging products?</li> <li>• How will use this in the future to make decisions?</li> </ul>	<p><i>4-H Project Portfolio</i></p>