

A 4-H Series For TV



**A 4-H TELEVISION PRODUCTION WITH
EXPANDED NUTRITION PROGRAMS**

GUIDEBOOK FOR TEACHERS/LEADERS/AIDES

TO: *Teachers*
Volunteer Leaders
Aides

The "Mulligan Stew" 4-H TV series is happy to have you as a teacher-leader to help young folks learn more about how to eat better for good health. This guidebook will help you do your part in teaching good nutrition to the children in your groups. This TV series is for children 9 to 12 years old but it may be used with youth of other ages as well as with adults.

"Mulligan Stew" is a series of six half-hour TV shows with a fun-to-do learning activities booklet for each member of your group. The member's book is like a comic book with drawings and pictures. It also has projects and activities to go with each one of the TV shows or units. You will need to have one of these member books so you will know what kinds of nutrition ideas your members are learning from their book.

This teacher-leader guidebook will help you plan meetings for each of the shows and units by following the six steps outlined below:

Six Steps

- I. Meet with your group before they see the show on TV. You can tell them about the show and about the good nutrition ideas they can learn. ("Helps" will be given in each unit of this guide.)
- II. Have the youth group read each unit of the members book and do all of the activities in the members book as soon as they have seen the show.
- III. At the next meeting, talk about this show and unit. Find out if they have talked to brothers and sisters, parents or friends about the show.
- IV. Choose one or more activity to do as a group from this teacher-leader guidebook for the unit. For some of the activities in this book you will need extra copies of the puzzles or games. Call your county Extension office several weeks before you need the copies to ask if they can supply them. If they cannot, get an older youth or adult to help you make them.
- V. Use the unit questions in this guide to find out if all of the group members have learned the nutrition taught by the show, their book and you.
- VI. Review with the group all of the things about nutrition from the unit.

Good luck in teaching youth and sharing good nutrition ideas with your friends and neighbors to help make us a healthier community and a healthier America.

Sincerely,

Your 4-H Staff

“THE GREAT NUTRITION TURN ON” . . . UNIT No. 1

I. Tell your group about the TV show:

The “Great Nutrition Turn On” is about the town of Lazy Susan where everyone has fallen asleep. The people and animals are sleeping all day long. Moms and Dads, firemen, mailmen, the barber and a bank robber are all sound to sleep . . . even the policeman. Would you believe all the animals are sleeping too? The cow is too sleepy and too tired to give milk and the dogs can’t even bark. The Mulligan Stew force have been sent out on a mission to try and find out what is wrong in the town. The Mulligan Stew kids discover that the town of Lazy Susan has fallen asleep because they don’t eat right. The kids then try to wake up the town and tell them about good nutrition, but can’t get them to wake up. The Mulligan Stew kids are a group of five that make up a rock band, so they try to wake up the town with their music and good nutrition songs and it works. They tell the town that four important food groups are: fruits and vegetables, bread and cereals, meat group and milk group. They also promote some of the nutrients we get from certain foods.

After seeing the show the group should know why the town of Lazy Susan was sleeping and one thing that could happen due to poor nutrition. They should also know the four food groups and the number of servings needed from each group.

II. Member’s activity book:

After the members have seen the TV show they are to read Unit No. 1 in their “comic” study book. The unit titles are the same as the shows . . . Unit 1 . . . “THE GREAT NUTRITION TURN ON.” They fill in all the blanks, answer the questions, do all of the activities and check their work for the right answers.

III. Talk about show and unit in member’s book:

At a meeting after the group has seen the show they should talk about the unit . . . Show No. 1. You may use these “helps” to “get them started.”

1. What was the problem with the people in the sleepy town?
2. Have you been sleepy and just couldn’t get going?
3. Could your sleepy, dull feeling have anything to do with what you eat? Why?
4. How did the Mulligan’s wake up the town?
5. Name three things the Mulligan’s told the people of Lazy Susan about good nutrition.
6. Name the four food groups.
7. Try to spell the words in the four food groups. Copy them from your book until you learn to spell them.
8. How many daily servings do you need from each food group?
9. What is good nutrition?
10. The show and your book told you about five key nutrients. Name three of them.
11. What does 4-4-3-2 mean?

IV. Set up group activities:

1. NUTRITION WORD SCRAMBLE . . . Each member of your group will need his own copy. Get in touch with your state or county program office for help in getting the copies for your group.

How to Play NUTRITION WORD SCRAMBLE:

This list of words are all found in the puzzle. They may be left to right . . . M I L K, right to

left . . . K L I M, up . . . I or at an angle . . . M Circle each word.

M
 L
 down . . . K

I
 L
 K

NUTRITION
 BALANCED DIET
 BREAD & CEREALS
 MILK
 FOUR FOOD GROUPS
 ENERGY
 GROWTH
 FRUIT AND VEGETABLE
 MEAT

PROTEIN
 FATS
 CARBOHYDRATE
 VITAMIN
 MINERALS
 IODINE
 CALCIUM
 NUTRIENTS
 IRON

F P G R W X O I W E M U I C L A C
 G R O E Y Z B A C D R S T F O N A
 E F U W X O I W M U Y C L O C N R
 O O M I N E R A L S G H E F G D B
 R U F A T S P S U R R A Z Y B C O
 T R N I M A T I V D E T U V N X H
 E F P I R O N A B C N S D P Q P Y
 I O S T U I O D I N E R G L M R D
 D O F R U P S E V O N C F E H O R
 D D R I A W T E M E A T K J I T A
 E G T O F G N X Z Q G B R S T E T
 C R C P Q U E R S T P E L N O I E
 N O T W E R I N U T R I T I O N T
 A U R G O G R O W T H O T A A S W
 L P R O T E T C D E L N O P B E S
 A S C A P G U W X Y Z Q U M I L K
 B R E A D A N D C E R E A L S I E

2. NUTRITION BEE . . . Make two teams from group members. The teacher-leader names a food item and players must name the right food group. Start with one group foods, such as CHICKEN, then you may go into foods that have more than one group, such as CHEESE SANDWICH. Player must drop out with a wrong answer.

Chicken . . . Meat Group

Cheese Sandwich — Bread — Bread & Cereal Group; Cheese — Milk Group

3. NUTRITION MISSION . . . Make up a "Nutrition Mission" and give one to each member, or to two members to solve the mission together. The following are kinds of missions you may want to use:

You are a Mulligan Stew. Your assignment from upstairs is to help Bill. The facts are:

1. Bill does not like milk. 2. He will drink one glass of milk every day.

1. How many servings are needed from the milk group? _____

2. How many more servings would Bill need? _____

3. Suggest four other foods Bill could eat, so that he would have the right number of servings from the milk group every day.

You are a Mulligan Stew. Your assignment from upstairs is to help Tom plan his lunches. The facts are: 1. Tom's mother works. 2. Tom has to get his own lunch. 3. Tom is beginning to learn to cook.

1. What should Tom use as a guide to plan his lunches so they will be nutritious?
2. Plan three lunches for Tom.
3. Do each of the lunches have at least one serving from each food group?
4. Are the foods chosen simple to make? yes_____ no_____

You are a Mulligan Stew. Your assignment from upstairs is to determine whether Kathy is eating enough protein foods. Here are the facts: 1. Kathy is a growing teenager. 2. Proteins are found in meat, milk and eggs. 3. Kathy eats one egg and one glass of milk or one serving of meat and one glass of milk a day along with other foods.

1. Is she getting enough protein? yes_____ no_____
2. How many more servings of meat or eggs should Kathy have? _____
3. How much more milk should Kathy drink each day? _____

You are a Mulligan Stew. Your assignment from upstairs is to help Susan plan her breakfast and lunch using the four food groups as a guide. The facts are: 1. Susan's mother has planned the following dinner. Meat Loaf, Baked Potato, Buttered Spinach, Orange Slices in Lettuce, Rolls, Butter, Chocolate Ice Cream, Milk and Coffee.

1. Susan's breakfast might be:
2. Susan's lunch might be:
3. How many servings from: Breads and Cereals _____
 Fruits and Vegetables _____
 Meat _____
 Milk _____
4. Does she need a snack to balance out the four food groups? yes_____no_____

You are a Mulligan Stew. Your assignment from upstairs is to help Mary solve her problems. The facts are: 1. Mary has not been feeling well. 2. Mary always seems to be tired. 3. Mary's hair has broken ends and seems to be dry. 4. Mary's skin has pimples and seems to be very oily. 5. The following is an example of Mary's eating habits for a day.

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
Juice	Potato Chips Cake	Beef & Noodles Green Beans Fruit Cup Milk	Chocolate Bar Apple

1. Does Mary have enough servings from each food group for the day?
yes_____ no_____
2. How many more servings does she need from: Breads and Cereals _____
 Fruits and Vegetables _____
 Meat _____
 Milk _____

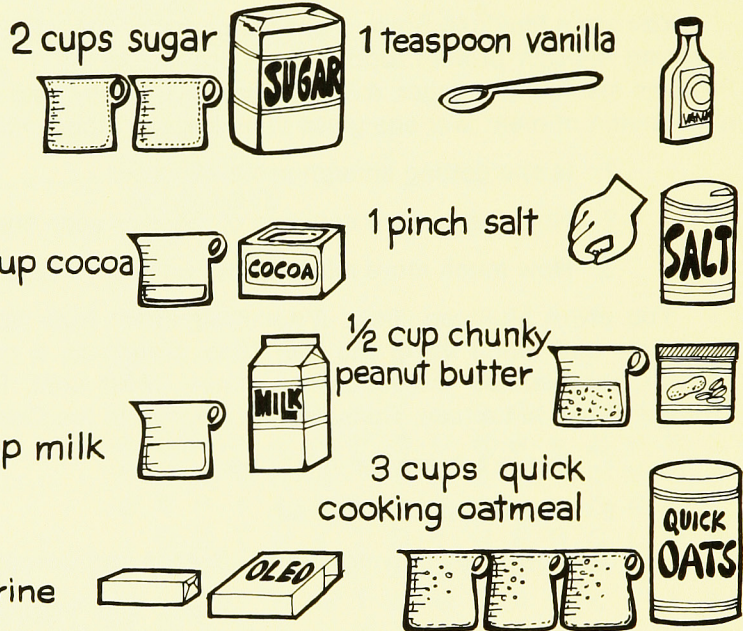
4. Meet in a member's home and show them how to make "No Bake Cookies." Talk about the good nutrition in this treat because of the oatmeal and the peanut butter. Have each

member copy the recipe or get extra copies for each child. You could also talk about how to work in the kitchen, cleanliness and safety in using the stove.

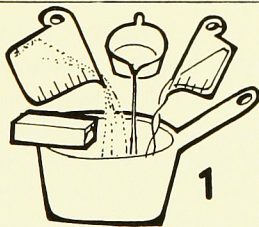
We will need....



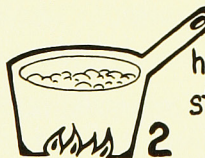
**"NO BAKE"
COOKIES**



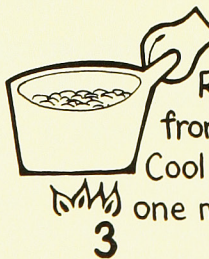
EASY STEPS TO FOLLOW No Bake Cookies



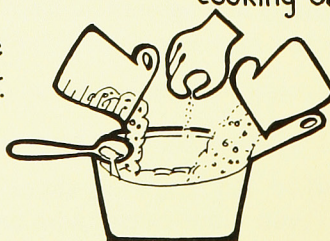
Mix in Pan:
2 cups sugar
1/4 cup cocoa
1/2 cup milk
1/4 pound oleo



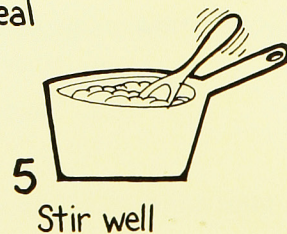
Put on medium heat & cook till it starts to boil.



Remove from heat. Cool for one minute.



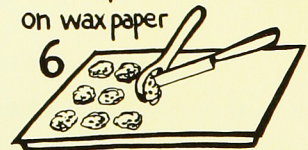
4 Add:
1 teaspoon vanilla
1 pinch salt
1/2 cup chunky peanut butter
3 cups quick cooking oatmeal



5 Stir well



7 Drop by teaspoonfuls on wax paper



5. **DIGESTION DRAG TRACK . . .** Each member has a “Digestion Drag Track” game. Have them bring the games to a meeting and play the game together in groups of two, three or four. Have the winners from each group play the game to become the grand champion of the nutrition group.

V. Unit questions for “THE GREAT NUTRITION TURN ON” . . . Unit 1

The following questions are all answered with TRUE OR FALSE:

Correct answers follow each question.

1. The body needs food for growth and energy. (True)
2. A balanced diet is food from three food groups. (False)
3. 4-4-3-2 is the magic clue to the number of daily servings needed by boys and girls. (True)
4. You should have three servings from the milk group each day. (True)
5. You should have four servings from the meat group each day. (False)
6. You should have four servings from the fruit and vegetable group each day. (True)
7. You should have two servings from the bread and cereal group each day. (False)
8. Protein is a nutrient that helps build strong muscles. (True)
9. Carbohydrate is a nutrient that gives energy. (True)
10. The food groups are: bread and cereal, fruit and vegetable, meat group and milk group. (True)

VI. Review Unit 1:

You may want to use other materials as listed on the last page of this guidebook.

“LOOK INSIDE YOURSELF” . . . UNIT No. 2

I. Tell your group about the TV show:

The Mulligan Stew gang has another mission. In this show, “LOOK INSIDE YOURSELF,” they have to solve the problem of a teen-aged brother and sister . . . Bobby and Alice. The problem is to find out why Bobby and Alice are always “up-tight.” They are cranky and tired all the time and are doing poorly in school. Bobby no longer plays any of the high school sports because he is too tired and pooped out. Alice no longer gets dates because she is so cranky. She has had to give up cheer leading because she is too tired. The Mulligan Stews, with the help of their pal, Wilbur Doorright, find out that Bobby and Alice have not been eating breakfast. They sing and play rock music about . . . ‘Ya’ Gotta Eat Breakfast’ and show Bobby and Alice why breakfast is very important for good health. Cartoon figures help show how our food is digested. You will learn how food is digested and what parts of the body are used to help digestion. This show repeats the four food groups and the 4-4-3-2 daily servings.

II. Member’s activity book:

In Unit 2, “LOOK INSIDE YOURSELF,” the member’s book has a comic book type story. They also have fill-in blanks and matching word lists about nutrition and digestion. There is a digestion chart with fill-ins to name the parts of the body used in digestion. They will review the 4-4-3-2 and list the four food groups with daily servings from each.

III. Talk about the show and unit in member’s book:

Talk about this unit after the group has seen the show and done the work in their book. You may want to talk about some of the items from these ideas:

1. Why were Bobby and Alice so tired and up-tight all of the time?
2. Why is breakfast so important to good health?
3. How will breakfast help you do better in school?
4. Name three of the five body parts used to digest food.
5. Tell the main thing each body part does to help digest food.
6. What are the four food groups?
7. How many daily servings do boys and girls need from each food group?
8. Name as many nutrients as you can.

IV. Set up group activities:

1. DIGESTION DRAG TRACK . . . Have group play this game as they did for Unit 1.
2. BREAKFAST POSTER . . . Have each child make a breakfast poster using pictures and words cut from old magazines and newspapers. Give them a list of slogans to get them started, such as: “Breaking Out Right.” They will think of all sorts of good ideas when you give them a start. See if you can have some of them displayed in the stores and shops in the neighborhood.
3. SHADOW POSTER . . . Place a lamp or window light behind one child at a time so a shadow will fall on a piece of wrapping paper, or large colored paper. Have one other group member draw around the shape of the shadow with a pencil. The shadow is then cut out and mounted on a poster board with the youngsters name and a slogan that says . . . “I am (name) ” and “I AM WHAT I EAT.” The words, or letters to make up the words, may be cut from old newspapers or magazines. These may also be put up around the neighborhood.

4. QUICK BREAKFAST . . . Have each child write out what he would make for a "quick breakfast." Some ideas may be:
 - A. Toast with peanut butter, fruit and ice cream.
 - B. Fruit or juice, tomato soup, cheese and crackers and milk.
 - C. Cold meat sandwich, orange juice and ice cream milk shake.
 - D. Fruit or juice, cereal, milk, toast and butter or margarine.
 - E. Egg, toast, juice or fruit and milk.

Have them check each other's list of quick breakfast items to see if it has foods from the four food groups. Have the child prepare the breakfast during the next week and write down how long it took him. Point out by this activity that no one should skip breakfast because he does not have time in the morning.

5. CHANGE STARCH TO SUGAR . . . Have each member chew and mush-up half a soda cracker. For the experiment to work, they must not swallow this until they can taste a slight sweet taste. The flour in the cracker has starch in it and when this starch is mixed with saliva it is changed to sugar. This sweet taste will not be as sweet as eating plain sugar, but it will be sweet enough to notice the difference. Make certain cracker mush is left in the mouth long enough for the saliva to work on the starch. Discuss the importance of saliva and chewing in digestion.

V. Unit questions for "LOOK INSIDE YOURSELF" . . . UNIT 2

The following questions are all answered with TRUE or FALSE: Correct answers follow each question.

1. The esophagus carried food from the mouth to the stomach. (true)
2. The body needs protein to build new cells and repair other cells. (true)
3. The best food group to furnish protein is the fruit and vegetable group. (false — meat group)
4. Esophagus is the name for the tube from the throat to the stomach. (true)
5. All four food groups have vitamins and minerals. (true)
6. The vitamin needed for healthy skin and good eyesight is vitamin C. (false — vitamin A)
7. Vitamin D will help build strong teeth, bones and muscles. (true)
8. The vitamin that holds body cells together is vitamin B. (false — vitamin C)
9. A cheeseburger with lettuce and tomato and a malted milk have nutrients from all four food groups. (true)
10. The nutrients we need for a balanced diet are protein, carbohydrates, fats, minerals and vitamins. (true)

VI. Review Unit 2:

You may want to use other materials as listed on the last page of this guidebook.

“THE FLIM-FLAM MAN” . . . UNIT No. 3

I. Tell your group about the TV show:

The Flim-Flam man is a very mod-looking fellow that tells the Mulligan Stew gang that they should buy his book on quick and fad diets. He tells them they can be beautiful and healthy on his diets and that they don't need to eat all this balanced diet stuff. He has some really "wild" diets for sale. Four of the Mulligan Stew gang give his diets a try, but not Mulligan. Mulligan gets help from Wilbur Dooright to try to stop the Flim-Flam man from selling his bad diets to kids. Wilbur challenges the Flim-Flam man in physical strength to prove to the kids that his crazy diets won't work . . . and Wilbur wins every event as the Flim-Flam man goes down in defeat. The kids are plenty glad to go back to the diets they learned that are good nutrition. This show teaches about health problems caused by fad diets and why the 4-4-3-2 way is the best way for good health. After seeing the show the members will be able to tell what a fad diet is, give examples of fad diets and name some problems caused by fad diets. They should be able to plan a good diet using the 4-4-3-2 servings and food groups.

II. Member's activity book:

In Unit 3, "THE FLIM-FLAM MAN," in the member's story book, there are words to be filled in for the four food groups. They will also complete words to learn the key nutrients. It will be a great help if you try to have them learn to spell these words on their own. They may look back through the story to find the right spelling. The members should always check their answers with the correct answers in their book and correct any mistakes. Members should do all of the activities in unit three as suggested in their book.

III. Talk about the show and unit in member's book:

At a meeting after the group has seen the show and done the work in their book, talk about some of the ideas listed here:

1. What is a fad diet?
2. What are some fad diets?
3. Foods used in fad diets are often good foods, like rice for example, so why are fad diets so bad?
4. What are some things that may happen to you if you stay on a fad diet for a long time?
5. Name the five key nutrients.
6. How does each nutrient help to make our body strong?
7. Name as many things as you can that tell what additives will do to food.
8. Name some foods you eat each day that have additives in them.
9. What will food labels tell you about additives?

IV. Set up group activities:

1. **FOOD ADDITIVE PUZZLE . . .** Each member of your group will need an already cut-apart puzzle. You may want to get an older youth, or another family member, to help you cut the puzzle copies. Make sure you keep each puzzle together in an envelope or wrap it in a piece of paper. Each member should have seven pieces in his puzzle. Have a contest with all of the group starting at the same time to see which one can put the puzzle together first. After all of the members have their puzzle together, have them cover it with another sheet of paper. (This could be a sheet torn from an old magazine or newspaper.) See who can name the most things listed on the seven pieces. Talk about the items as the group names them. (See puzzle on page 10.)
2. **FIGHT FAD DIETS . . . AN ASSIGNMENT FROM "UPSTAIRS" . . .** Make a book that shows how your group would fight fad diets. It may be pictures of bad diets and some writing about them. Also show good diets and have the group write about good diets. You may

want to have each page as a group project or maybe let each child do his own page and then put them all in a book. You may want to do a section for each of the study units to be put in the book. Try to plan for each member to show the book to his family, and tell them about the good nutrition ideas in it.

3. MULLIGAN STEW CUT-OUT . . . Have teams of two or more cut-out pictures of the food items that make up a Mulligan Stew. These may be cut from old magazines. Each stew should have at least four different foods. A Mulligan Stew may be made of almost any items from the meats and vegetable groups. Have each group list the nutrients in their stew.
4. MULLIGAN STEW On page 11 there is a Mulligan Stew recipe to serve four to six people. Plan to make a Mulligan Stew together at one of your meetings. Your plans may include the shopping for the items. You may want to do this at a meeting at one of the member's homes. If the weather is cook-out weather it may be fun to do the Stew as a cook-out.
5. BREAD EXPERIMENT . . . This experiment will show how additives will keep food fresh and keep it from spoiling for a longer period of time. Use two slices of bread. One slice must be store bread that has an additive added to keep it fresh and help prevent spoilage. The label on the store bread will give some help with the additives. The other slice of bread must be "home made" and contain no additives. A record of what happens to the bread should be written each day. Things you will need to do:
 1. Mark one slice "A" and the other slice "B."
 2. Put the two slices of bread in a warm place, where they will be out in the open (exposed to the air.)
 3. The experiment may be "hurried" a bit by putting a damp paper towel over the bread.
 4. Keep a daily record of the changes in both slices of bread. Look for mold and note its color. How long does it take for each to become stale and then too hard to eat? Did either slice of bread change color?

Each member should bring his records to the next meeting and let the group tell what happened. You may also want to do a bread experiment and keep a record.

V. Unit questions for "THE FLIM FLAM MAN" . . . UNIT 3

The following questions are all answered with TRUE or FALSE:

Correct answers follow each question.

1. Fad diets are based on the 4-4-3-2 magic clue. (false)
2. Purifying your body by eating only rice is an example of a fad diet. (true)
3. Fad diets often leave out important foods and they hurt your health. (true)
4. Fad diets, when followed carefully, can keep you from ever catching a cold again. (false)
5. Someday soon eating will be no more than taking a few pills each day. (false)
6. Good eating always means having a balanced diet . . . like the 4-4-3-2 magic clue. (true)
7. Iodized salt is a good example of a food which has an additive. (true)
8. Milk is often fortified with vitamin D. (true)
9. The natural nutrients of food are never lost in food processing. (false)
10. Putting nutrients lost in processing back into food is called enrichment. (true)

VI. Review Unit 3:

Try to get extra materials about fad diets and food additives to use as review materials. Some of the materials listed on the last page of this guidebook may be helpful.

IMPROVES
APPEARANCE
OF FOOD

ADDS COLOR
OR PREVENTS
COLOR
CHANGE

FOOD ADDITIVES
(CHEMICALS ADDED TO FOOD)

PRESERVES
FOODS

IMPROVES
FLAVOR

ADDS
NUTRIENTS

PREVENTS
SPOILAGE

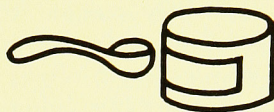
Mulligan Stew

4-6 Servings

Everybody likes it! It's easy and fun to make! Here's how:

Use a heavy pan or skillet, with lid.

MELT



1 tablespoon shortening

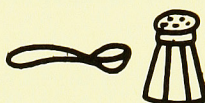
ADD



1 pound beef, cut into small pieces

BROWN OVER MEDIUM HEAT

ADD



1 teaspoon salt



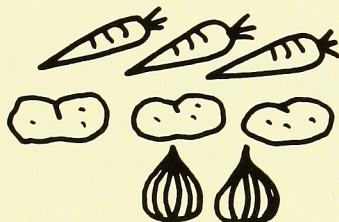
1 can tomato soup (10-½ ounces)



2 soup cans water

COVER TIGHTLY and let cook slowly until tender, about one hour.

ADD



3 carrots, sliced

3 potatoes, cut into 4 pieces

2 onions, cut into 4 pieces

COVER and continue cooking slowly, about 30 minutes. If there is not enough liquid, add more water during cooking. If stew is too thin, remove lid and cook until thickened.

SAFETY TIP:

Stir with a long handled spoon.

If you cook outdoors:

Before cooking, rub soap on outside of pan. This makes your clean-up job easy.

If you cook in a can, use more water.



“GETTING IT ALL TOGETHER” . . . UNIT 4

I. Tell your group about the TV show:

The Mulligan Stew gang is given another difficult mission from “Upstairs” — to prepare a meal for kids from all over the world so that all the kids can eat food from each of their homelands and sample a little of each other’s home cooking too. Maggie, Mike, Manny, Micki and Mulligan (The Mulligan Stews) go on a fast and furious shopping spree at the grocery stores, fish markets, farms and bakeries in order to collect all the food needed for the special menu they have planned. As they collect all the food, they recognize that the essential nutrients of protein, carbohydrates, fat, vitamins and minerals are available in foods from all over the world . . . like pizza from Italy, sukiaki from Japan, smorgasbord from Sweden, beef stroganoff from Russia and sauerbratten from Germany. At last, all the food is collected and The Mulligan Stews work with some expert cooks in preparing the huge feast. When hundreds of kids from all over the world arrive in their native costumes and eat their own favorite dishes and try some special foods from other countries, a great time is had by all.

Have the children watch for:

- The five essential nutrients for a balanced diet (vitamins, minerals, proteins, carbohydrates and fats.)
- Foods which contain one or more of these nutrients.
- Special foods from various countries around the world.

After watching the show, children will recognize that all nutrients essential to a balanced diet (e.g. vitamins, minerals, proteins, carbohydrates and fats) can be found in foods from *all over the world*.

After completing the programmed activity book, children will be able to name the four food groups, number of daily servings required from each group and state the five key nutrients in a balanced diet.

II. Member’s activity book:

As in the first three units, the member’s book adds to the learning that took place in the show. In this unit, “GETTING IT ALL TOGETHER,” the children are asked to supply letters missing in words, supply the whole word or match words and items. The correct answers may be found in the unit so answers may be checked.

III. Talk about the show and the unit in member’s book:

The questions listed below may give you some help in talking about “GETTING IT ALL TOGETHER”:

1. List three American foods (such as apple pie, ice cream and hamburgers).
2. What nutrients are in these foods?
3. What are some foods from other countries?
4. What nutrients are in these foods?
5. What are the five key nutrients for a balanced diet?
6. You get the key nutrients from only American food or from foods from other countries as well?
7. Name a food from each food group which is found in several countries.
8. How many servings of foods from each food group should be eaten daily?
9. What is your favorite food? From what country did this food originate? What nutrients are in your favorite food?

IV. Set up group activities . . . A VISIT BY A FOREIGN GUEST

A VISIT BY A FOREIGN GUEST:

Try to have a visit from a person that is from another country. You may want to ask the guest to dress in the type of clothing that is worn in his country, or he may just bring some items with him for the group to see and ask about. Have the visitor talk about the holidays and special events in his country and what kinds of food are used for the different holidays. Have the group talk about the nutrition from the foods of the country that the visitor talks about. If you cannot locate a person from a foreign country, you may find a teacher or some other person in your community who has traveled or had a vacation in a foreign land and they may have a slide show or film for your group. Your visitor may help the group prepare a special dish from his country.

FOODS OF YOUR STATE:

Have the group make a poster by using a map of your state which will show where and what kinds of food your state has. Small pictures of the foods may be cut from old magazines and pasted on the map. Put the map on a big sheet of poster board, use a slogan and list the key nutrients and try to have the poster displayed in one of the stores in your neighborhood.

A STATE LUNCH OR PICNIC:

Prepare a meal (lunch or a picnic) which uses only foods from your state. Have the whole group work together to shop and prepare the food. They could have a "Taste-In" and invite their families to sample the state lunch.

PUPPET SHOW FOR LITTLE TOTS:

Have the group put on a puppet show for all of the little kids in the neighborhood. The show could be about foods of your state and how they do their part to make boys and girls healthy. It may also be a farmer and his wife that do the talking. The group could make their own stage and puppets from boxes and paper sacks. Faces for the puppets can be drawn with crayons or may be cut out of magazines. String and yarn, or scraps of cloth will make hair for the puppets.

MAKE PIZZA:

The member's book has the recipe for making a pizza. You may also want to make a pizza as a group activity. The following recipe will make a pizza for just one member.

* *How to Make Pizza — One Serving*

1. Heat oven to 400°
2. Grease cookie sheet
3. Spread refrigerated biscuit onto a greased cookie sheet
4. Spread evenly 2 tablespoons of tomato sauce on a biscuit
5. Sprinkle evenly ½ teaspoon of oregano into sauce
6. Sprinkle evenly 2 tablespoons of grated mozzarella cheese into sauce
7. Place 6-7 pieces of pepperoni (or other meat) on cheese
8. Bake 6-8 minutes and serve

* *Ingredients needed for single recipe*

	<i>Needed for my group</i>
1 Refrigerated biscuit	_____
2 Tablespoons tomato sauce	_____
½ Teaspoon oregano	_____
2 Tablespoons grated mozzarella cheese	_____
6-7 Slices pepperoni (or other meat)	_____
1 Teaspoon shortening for greasing pan	_____

V. Unit questions for "GETTING IT ALL TOGETHER" . . . UNIT 4

The following questions are all answered with TRUE or FALSE:

Correct answers follow each question.

1. Proteins help build and repair cells in our bodies. (true)
2. Meat and eggs give us protein. (true)
3. You can get all the nutrients you need from foods all over the world. (true)
4. Some foods like pizza, a cheeseburger deluxe or sukiyaki may contain foods from all four food groups. (true)
5. All of the foods listed below are from the fruit and vegetable group: corn, peas, carrots, celery, banana, cheese. (false)
6. People all over the world can follow the 4-4-3-2 magic clue for good health and nutrition. (true)
7. Some foods have religious meaning in some parts of the world. (true)
8. The foods listed below are *all* from the meat group; fish, chicken, rabbit, goat, pig, sausage, bacon, ham. (true)
9. Salami, anchovies and pepperoni are examples of food from the meat group. (true)
10. Pizza crust is mainly from the fruit and vegetable group. (false)

VI. Review Unit 4:

Review all the materials in the show, member's book, activities, recipes and all of the things to learn about good eating and balanced diets. Since this is the 4th Unit and the group has passed the half way mark in the series, it may be helpful to learning for you to plan a review that would include all of the basic nutrition learning from the first three units as well.

“COUNT DOWN 4 - 4 - 3 - 2” . . . UNIT No. 5

I. Tell your group about the TV show:

The Mulligan Stew's pal, Wilbur Doorright, plans a camping trip and the gang can't go with him so Wilbur goes off into the wilds alone. He is trapped by a big rainstorm and flood waters and he does not have enough food to last until he can get safely home again. The Mulligan Stew gang hear about the bad flood on a news report on the radio and they know this is the area where Wilbur is camping. They send a message to the army and police to see if Wilbur can be rescued. The pilot can see Wilbur in the flood waters but can't get to him to rescue him so the Mulligans must put together a food package to be dropped to Wilbur to last him for two weeks. To find out what kinds of food they could drop to Wilbur they visit the space program headquarters to get help with kinds of food that will keep Wilbur in good health and give him a balanced diet with food from the four food groups. This must be food that will not spoil, as Wilbur does not have an ice box or refrigerator. The gang learns from the NASA food specialists that most of the things they can send to Wilbur can be found right in their neighborhood supermarket or grocery. The Mulligan Stews learn how foods can be changed during processing to have more nutrients, not spoil and can take up less space. They also learn where new kinds of food will be grown to feed the world's people.

Have your members look for these things as they watch the show so they can learn them too.

After seeing the show, the children should know about new kinds of foods that are being made and how they are being made more nutritious. They will learn about new kinds of packages for foods like the space program uses and foods used in our space flights. They will see how some foods are processed for storage and for less spoilage, like dried soup in a package, or powdered milk. They will learn about the nutrition in these new foods.

II. Member's activity book:

After the members have seen the TV show they are to read Unit 5, “COUNT DOWN 4-4-3-2,” in their comic study book. They should fill in all the blank spaces in the unit and do the activities and check for the correct answers as in their book. You may want to also check their work to see if they are doing a good job with the book fill-ins.

III. Talk about show and unit in member's book:

To start the discussion on Show No. 5, you may want to use some of these questions.

1. How do you think the space program has changed our eating habits? The way we eat?
2. What foods can we buy at the supermarket that astronauts can take with them in space travel?
3. How is food prepared specially for astronauts to eat during space flights?
4. How has the space program changed the way foods are packaged?
5. Where do you think food will be grown in the future to help feed people all over the world?
6. In 1980, do you think we will still need 4-4-3-2?
7. What foods would you take on a camping trip in back pack that wouldn't spoil quickly, take up a small space and be lightweight?
8. What is aquaculture?
9. What kinds of fish have you eaten? What nutrients do seafoods give us?

IV. Set up group activities:

1. Taste-in for orange juice and orange drinks:

You will need to get all of the many types of orange juice and orange drinks and enough of each so all members may taste each one. Some of the kinds are: frozen orange juice, freshly squeezed from a fresh orange, canned juice, orange dairy drink, orange soft drinks, powdered soft drink and imitation frozen orange juice. You may think of other forms of orange drink that you could include. Mark each kind of drink with numbers or letters so they may be discussed after the taste-in. Talk about the ways of packaging the many kinds of drink, what the label tells you about the drink and the nutrition in each (such as Vitamin C added). Compare costs, compare nutrition and talk about the taste of the various drinks. Would any of these drinks be part of a fad diet?

2. Restore dried foods:

Use such foods as dried fruits, powdered milk and dried soups. Follow the directions on the package to restore. Discuss the many ways that dried foods are good to use and why. Talk about how they are restored. Have the members list as many kinds of dried foods as they can. You may want to have some help from your grocer to get a list of these kinds of foods.

3. Plan a Space Flight meal:

The assignment from “upstairs” is to plan a meal for a space flight that is balanced and has the 4-4-3-2 servings. Talk about problems in sending food into space and how a different form of food is the only way to solve the problems. Use foods from the lists in activity two to get ideas for the space menu.

4. Field trip:

Visit a fish market or the fish section in the supermarket. Discuss the many kinds of seafood, the nutrition and how these foods are marketed or processed.

The following questions are all answered with TRUE or FALSE:

Correct answers follow each question.

V. Unit questions for “COUNT DOWN 4-4-3-2” . . . UNIT 5

The following questions are all answered with TRUE or FALSE:

Correct answers follow each question.

1. Aquaculture means growing food under water. (True)
2. Drying foods means taking the water out of food. (True)
3. Additives can help prevent food from spoiling. (True)
4. We can make engineered foods which contain many key nutrients. (True)
5. While the astronauts are in space, they do not need a balanced diet. (False)
6. Some foods have vitamins and minerals added to them. (True)
7. Engineered foods, and foods with additives, never taste as good as naturally grown foods. (False)
8. Freeze-dried foods always reduce their nutrients. (False)
9. You can buy dried and freeze-dried foods in your supermarket. (True)
10. Food from the meat group gives more protein than food from the bread and cereal group. (True)

VI. Review Unit 5 . . . “COUNT DOWN 4-4-3-2”

“THE RACER THAT LOST HIS EDGE” . . . UNIT No. 6

I. Tell your group about the TV show:

A fat race car driver (who keeps losing) and his new bride (who keeps stuffing him with goodies) learn why a healthy body is for champions. They learn you are what you eat and you have to plan right, buy right and prepare right. The Mulligan Stews help the race car driver and his wife learn that it is more important to eat following a nutrition principle like 4-4-3-2 than just to fill up on goodies.

Tell children to watch for the importance of the correct number of servings in the four basic food groups and how being filled up is not always good eating. Tell the children that when they are finished with the show they will be able to tell why the racer was not winning. Tell the children that they will be able to explain that just being full of food is not necessarily good eating. Tell the children they will be able to explain what the racer's wife found out about good meal planning.

II. Member's activity book:

As with the previous units, there are activities for the children to do as they read the activity book. These activities are again to teach important nutrition ideas and include such things as supplying missing words and matching ideas and words.

III. Talk about the show:

1. Why wasn't the race car driver allowed to drive?
2. How did the race car driver feel?
3. What kind of food was the race car driver's wife cooking?
4. Who is responsible for what the race car driver was eating? Who is responsible for what you eat?
5. What important things about planning meals and eating did you learn from the TV show?
6. Are calories nutrients?
7. Why do we need to balance calories as well as nutrients?
8. What are empty calorie foods?

IV. Set up group activities:

1. Snack time — Arrange two trays of snacks:
 - A. Nutritious snacks (such as, fruits, cheese, ice cream, milk, punch, vegetable snacks,
 - B. Commonly eaten snacks low in nutritive value

Have class analyze the two trays

Cost
Food Groups
Need for Snacks
Calories

2. Make a list or cut from magazines pictures of foods that are low and high in calories.

Discuss: 1. What is a calorie?

2. Why do we need to measure food calories?

3. What foods are lesser in calories in each food group?

3. Choosing Foods at a Make-Believe Cafeteria.

Using foods cut from magazines set up a simulated cafeteria line. Have some members of the class go through the line. Discuss with the class the food choices of the students.

After the simulated cafeteria meal, discuss:

1. Were the meals chosen according to
 - (a) 4-4-3-2
 - (b) Cost
 - (c) Like — Dislike
 - (d) Attractiveness
 - (e) Locality

2. Which children made good choices?

4. Plan a low cost menu

Students plan a day's menu using four food groups as a guide. Using advertised food costs, figure the cost of each meal and snack foods. List substitutes that cost less *but* would have same nutritive value.

5. Eat at a cafeteria

Children visit a local restaurant or cafeteria. Let children make their own choices within a certain price range, agreed by parents. Observe for changed behavior in selecting foods. Have each try *one* new food.

After eating, discuss food choices, their nutrition value and cost.

V. Unit questions for "THE RACER THAT LOST HIS EDGE" . . . UNIT 6

The following questions are all answered with TRUE or FALSE:

Correct answers follow each question.

1. The amount of food each person needs each day is different. (True)
2. Height, age, weight and the amount of activity are some things that tell us how much and what kind of food each person needs. (True)
3. The unit of energy which is used to measure food is the calorie. (True)
4. If vegetables are cooked too long, nutrients may be destroyed. (True)
5. It is not possible to eat more food than your body can use. (False)
6. If the food you eat has more calories than you can use each day, they stay in your body as fat. (True)
7. Peanut butter is high in protein. (True)
8. Orange juice has large amounts of Vitamin C. (True)

VI. Review Unit No. 6 . . . "THE RACER THAT LOST HIS EDGE"

SUGGESTED MATERIALS AND SOURCES:

1. *Family Fare*

Food management and recipes for sale by the Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402 — 45¢ per copy.

2. *Daily Food Guide*

Leaflet — FNS -13 - 8x10½ July 1966, for sale by the Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402 — 35¢ for 10 copies; \$3.25 per 100.

3. *How Food Affects You*

For sale by the Superintendent of Documents, U. S. Printing Office, Washington, D. C. 20402 — 60¢ per copy.

4. *Phonoviewer Shows*

If you have a “show and tell” at home, or can borrow one from the county extension office, the following shows could be used with your group to strengthen material included in “Mulligan Stew:”

- A — You are What You Eat — Key Nutrient
- B — 4-4-3-2 Way — Breakfast
- C — Getting to Know Fruits and Vegetables
- D — Weight Control

Each show sells for \$4.00 for double record (2 keys, both sides of record). Order from: Double Sixteen Company, 1028 College Avenue, Wheaton, Illinois 60187 — or contact your County Extension Office.

5. *Nutrition Posters*

A set of nine colorful nutrition posters developed for a youth audience. Order from: Mr. Robert F. Davis, State 4-H Youth Leader, Agriculture Extension Service, University of California, 2200 University Avenue, Berkeley, California 94720 — Price: \$2.00 a set. Make checks payable to: Regents, University of California.

6. *“Dudley the Dragon”*

Four-color, 16-page comic book available from: Order Section, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611 — 25 copies for \$1.55; 100 copies for \$5.90.

NOTES

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