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4-H FOOD CHALLENGE 2010 Program Plan Guide and Resources for Implementation

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TEXAS SYSTEM INPUT

Outcome Plan Template: 4-H Food Challenge

Plan originator: County Extension Agent

Plan Title: 4-H Food Challenge – XXXXXX County

Program Area Category: 4-H & Youth >> Goal 5: Healthy Lifestyles >> 4-H Food Challenge

Issue Source: Trend, Specialists/RPD, Emerging Issue

Description: The 4-H Food Challenge is a grass-roots effort developed by County Extension Agents to address the need for a new, “highly-charged” foods experience. Modeled after such competitions as the Food Network’s Iron Chef, the 4-H Food Challenge allows teams of three to five 4-H members to create a dish using a predetermined set of ingredients. From these ingredients, 4-H members must identify, prepare and then present information related to the preparation process, nutritional value, serving size and cost of the dish. Throughout this process, 4-H members are applying the knowledge and skills gained through participation in the 4-H foods and nutrition project, demonstrating their culinary and food safety skills, and continuing to learn about making healthier food choices.

The specific objectives of the 4-H Food Challenge are:

- Provide opportunities for participants to exhibit their knowledge and skills when preparing and presenting a dish
- Provide opportunities for participants to learn from other team members
- Promote teamwork.
- Give participants opportunities for public speaking.
- Provide leadership opportunities.
- Give 4-H members the opportunity to participate in a new, exciting competitive event.

Target Audience: Adults and Youth >> Volunteers and Youth

Start and End Dates: CEA develops

Program Goal: The goal of implementing the 4-H Food Challenge is to give youth and volunteers a new opportunity for increasing knowledge related to foods and nutrition and being able to apply the knowledge and skills gained through project experiences.

Clientele Change: Behavior Change/Adoption of Best Practice or Technology
Knowledge

Note: If Behavior is selected as the Ultimate Client Change, then knowledge may be selected as an Intermediate Client Change.

Objective Indicators:

Knowledge Indicators: As a result of participating in the 4-H Food Challenge, participants understanding of the following will have increased:

- Understanding of MyPyramid
- Knowledge of food nutrients and their functions
- Understanding of the importance of food safety
- Understanding of kitchen safety

- Knowledge of the purpose of different cooking methods
- Understanding of how to plan and prepare a recipe
- Knowledge level of how to alter a recipe according to dietary needs

Behavior Indicators: As a result of participating in the 4-H Food Challenge and based on what was learned, participants will:

- Plan and prepare a recipe at home
- Alter a recipe according to dietary needs
- Make healthier food choices
- Be more comfortable speaking with others
- Be more comfortable working in a team
- Be more comfortable with serving in a leadership role
- Be more willing to listen to others
- Do a better job of following through on obligations

Percent Time: CEA develops

Volunteers Involved: Yes

Collaborators: CEA develops

Planned Tasks

Task #1 – Planning Groups

Group (Committee Name): 4-H Food & Nutrition Task Force or 4-H FCS Task Force

Planning Group Type: Completed by the CEA

Nature of Meeting: Planning

Attended # of attendees: Completed by the CEA

Notes / Comments: The 4-H Food & Nutrition Task Force (or 4-H FCS Task Force) will meet to make plans for the 4-H Food & Nutrition Project. Items of discussion will include volunteer/project leader training, project workshop(s) and learning experiences, resources, and planning of contests.

Task #2 – Marketing / Promotion

Event Title: Marketing the 4-H Food Challenge to Appropriate Audiences

Type of Promotion: Completed by the CEA

Educational Method: Group

Notes / Comments: The 4-H Food & Nutrition Project Workshop and Food Challenge will be marketed to youth and adults in “X” County through the 4-H newsletter, website, e-mail listserves, local news media (newspaper, radio, television), club manager training, project leader training and word of mouth.

Task #3 – Educational Methods

Event Title: 4-H Food & Nutrition Project Leader Training

Educational Method: Group

Group Method Type: In-person

Attended # of attendees: Completed by the CEA

Notes / Comments: Training will be conducted for 4-H Food & Nutrition Project Leaders. Youth leaders (junior and teen leaders) will also be welcome, and encouraged, to participate in the leader training. Topics of training lessons will include:

- Overview of 4-H Food & Nutrition Project
- Role of a 4-H Food & Nutrition Project Leader
- Organizing a 4-H Project Group
- Youth Development Training – Review topic(s) such as: ages and stages of youth development, various teaching techniques, etc.
- 4-H Opportunities within the Food & Nutrition Project
 - Workshops
 - Contests
- Food & Nutrition Subject Matter Training – Topics can be based upon knowledge and skills needed to succeed in the Food Challenge, such as:
 - Nutrients and their functions
 - Measuring liquid and dry ingredients
 - Cooking Methods
 - Reading labels
 - Calculating Cost Per Serving
 - Developing a recipe
 - Functions of ingredients
 - Presentation of a dish
 - Public Speaking

- 4-H Food Challenge Overview and Activity (Have all project leaders participate in the Food Challenge experience).
 - 4-H Food Challenge Resources – provide contest resources to project leaders. Also, review contest details (dates and deadlines).
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Task #4 – Educational Methods

Event Title: 4-H Food & Nutrition Project Workshop

Educational Method: Group

Group Method Type: In-person

Attended # of attendees: Completed by the CEA

Notes / Comments: This task may be duplicated as needed, depending upon the project experiences offered to youth on a county level.

A county-wide 4-H Food & Nutrition Workshop will be offered to youth enrolled and/or interested in the 4-H food & nutrition project. Topics and activities may include:

- Workshop Topics:
 - Overview and implementation of the 4-H Food Challenge
 - Nutrients and their functions
 - Measuring liquid and dry ingredients
 - Cooking Methods
 - Reading labels
 - Calculating Cost Per Serving
 - Developing a recipe
 - Functions of ingredients
 - Presentation of a dish
 - Public Speaking
 - Tour options may include:
 - Grocery store
 - Restaurant
 - Food Bank
 - Farmer's Market
 - Community Service
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Task #5 – Planning Groups

Group (Committee Name): 4-H Food & Nutrition Task Force or 4-H FCS Task Force

Planning Group Type: Completed by the CEA

Nature of Meeting: Planning

Attended # of attendees: Completed by the CEA

Notes / Comments: The 4-H Food & Nutrition Task Force (or 4-H FCS Task Force) will meet to finalize plans for the 4-H Food Challenge. At this time, the task force may also review evaluations from the project leader training and the food & nutrition workshop. **OPTION:** If all plans are in place for the County 4-H Food Challenge, agents may wish to have the task force meet after the County 4-H Food Challenge so evaluations from all events may be reviewed and any additional, follow-up activities may be planned. Task force members may want to discuss how the 4-H Food Challenge can be used to reach out to new and/or underserved youth audiences. This can also be a time for the task force members to make recommendations for future events and activities.

Task #6 – Educational Methods

Event Title: “X” County 4-H Food Challenge

Educational Method: Group

Group Method Type: In-person

Attended # of attendees: Completed by the CEA

Notes / Comments: The 4-H Food & Nutrition Project Task Force (or FCS Project Task Force) will assist in implementing the 4-H Food Challenge Contest for “X” County. Youth and adult volunteers will serve in roles such as assisting with team registration, serving as group leaders and/or runners, and with the awards program.

Task #7 – Evaluation

Event Title: Evaluation of 4-H Food Challenge

Evaluation Strategy: Retrospective Post

Data Collection Strategy: In Person Survey

Sampling Methodology: Census (all participants)

Will economic data be sought? No

Notes / Comments: An evaluation instrument has been developed for use. The evaluation instrument will be completed by participants of the 4-H Food Challenge and measures each individual's level of understanding and behavior changes as a result of participation in the 4-H Food Challenge.

Task #8 – Interpretation

Event Title: Interpret to Stakeholders

Type of Interpretation Event: Completed by the CEA

Notes / Comments: Results of the 4-H Food Challenge evaluation will be shared with the task force members and reported to various stakeholders (i.e. participants, project leaders, donors, county judge and commissioners, etc.).

PROGRAM RESOURCES

Information Related to Resources for Educational Methods

All 4-H Food Challenge Resource are available at:
<http://texas4-h.tamu.edu/projects/foodchallenge.html>

Task #1 & 5 – 4-H Food & Nutrition Task Force (or 4-H FCS Project Task Force) Meeting

The following resources are available in the FCS 101 Resource Guide and may be useful in planning and facilitating a task force meeting.

- Utilizing a 4-H FCS Task Force
- 4-H FCS Task Force Sample Agenda
- 4-H Food & Nutrition Project Overview
- FCS Project Leader Training Sample Agenda
- 4-H Food Challenge Essentials
- 4-H Food Challenge Contest Planning Checklist

Additional Resources:

- 4-H Food Challenge Manual
- District 4-H Food Challenge Packet & Rules

Task #3 – 4-H Food & Nutrition Project Leader Training

4-H Food & Nutrition Project Overview – FCS 101 Resource Guide

4-H Food & Nutrition Project Leader Position Description – available online at:

http://texas4-h.tamu.edu/projects/PositionDescriptions/Food_Nutrition.pdf

Organizing a 4-H Project Group (Handout) – FCS 101 Resource Guide

Teaching Techniques – FCS 101 Resource Guide

Ages & Stages of Youth Development – FCS 101 Resource Guide

4-H Food Challenge Essentials – FCS 101 Resource Guide

4-H Food Challenge Training Powerpoint Presentation – available online at:

<http://texas4-h.tamu.edu/agents/foodchallenge.html>

4-H Food Challenge Manual

Subject Matter Resources:

- 4-H Food & Nutrition Resource Guide – CEA Secured Site
- U.S. Dietary Guidelines – www.dietaryguidelines.gov
- MyPyramid – www.mypyramid.gov
- Fight Bac – www.fightbac.org
- Label Reading – www.cfsan.fda.gov/~dms/foodlab.html
- Six Easy Bites – www.n4hccs.org
- Measuring Dry & Liquid Ingredients – www.busycooks.about.com
- Field Trip Factory – www.fieldtripfactory.com
- Extension Resources:
 - Cooking Food Safely is a Matter of Degrees
 - Nutrient Needs at a Glance
 - Altering Recipes for Good Health

Task #4 – 4-H Food & Nutrition Project Workshop

Overview of 4-H Food & Nutrition Project – FCS 101 Resource Guide

4-H Food Challenge Manual

Subject Matter Resources:

- 4-H Food & Nutrition Resource Guide – CEA Secured Site
- U.S. Dietary Guidelines – www.dietaryguidelines.gov
- MyPyramid – www.mypyramid.gov
- Fight Bac – www.fightbac.org
- Label Reading – www.cfsan.fda.gov/~dms/foodlab.html
- Six Easy Bites – www.n4hccs.org
- Measuring Dry & Liquid Ingredients – www.busycooks.about.com
- Field Trip Factory – www.fieldtripfactory.com
- Extension Resources:
 - Cooking Food Safely is a Matter of Degrees
 - Nutrient Needs at a Glance
 - Altering Recipes for Good Health

Task #6 – “X” County 4-H Food Challenge

4-H Food Challenge Manual

- Rules of Play
- Participant Orientation
- Judges’ Orientation
- Scorecard
- Team Worksheet
- Team Ranking Form

4-H Food Challenge Essentials – FCS 101 Resource Guide

4-H Food Challenge Contest Planning Sheet – FCS 101 Resource Guide

District 4-H Food Challenge Guidelines

Contest Integrity Checklist – FCS 101 Resource Guide

Contest Information Checklists – FCS 101 Resource Guide

Eligibility for Extracurricular Activities – FCS 101 Resource Guide or annual administrative letter

Educational Resources for Contest include:

- MyPyramid
- Fight Bac
- Nutrient Needs at a Glance
- Cooking Food Safely is a Matter of Degrees
- Altering Recipes for Good Health

4-H FOOD CHALLENGE EVALUATION

LEVEL OF UNDERSTANDING

For each of the topics listed below, in the LEFT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING before participating in the 4-H Food Challenge. Then, in the RIGHT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING after participating in the 4-H Food Challenge.

	Poor 1	Average 2	Good 3	Excellent 4	
Level of Understanding					BEFORE the Program AFTER the Program
My understanding of "MyPyramid"	1	2	3	4	1 2 3 4
My knowledge of food nutrients and their functions	1	2	3	4	1 2 3 4
My understanding of the importance of food safety	1	2	3	4	1 2 3 4
My understanding of kitchen safety	1	2	3	4	1 2 3 4
My knowledge of the purpose of different cooking methods	1	2	3	4	1 2 3 4
My understanding of how to plan and prepare a recipe	1	2	3	4	1 2 3 4
My knowledge level of how to alter a recipe according to dietary needs	1	2	3	4	1 2 3 4

BEHAVIOR CHANGES

For the following behaviors, check the box that describes you as a *result of* participating in the 4-H Food Challenge.

Behavior Change	Yes	No	Unsure
I have planned or prepared a recipe at home based on what I have learned.			
I have altered a recipe according to dietary needs based on what I have learned.			
I have made healthier food choices based on what I have learned.			
I have changed the way I handle and prepare food based on what I have learned.			
I am more comfortable with speaking with others because I have participated in the food challenge.			
I am more comfortable working in a team because I have participated in the food challenge.			
I will be more comfortable with serving in a leadership role (be a leader) because I have participated in the food challenge.			
I am more willing to listen to others because I have participated in the food challenge.			
I am going to do a better job of following through on obligations because I have participated in the food challenge.			

What is the most significant thing you have applied because of the 4-H Food Challenge (feel free to list more than one)?

Do you feel like what you learned provides you the ability to make better leadership decisions?

(Circle the best answer)

YES

NO

- Please explain your answer or provide an example.

Demographic Information

Gender: ___Female

___Male

Hispanic Ethnicity:

___Yes

___No

Race: African American Asian American Native American White Other

Age: 10 or younger 11 12 13 14 15 16 17 18 or older

Place of Residence: Farm Town Under 10,000 Town/City 10,000-50,000
 Suburb of city more than 50,000 Central City/Urban more than 50,000

Please provide any additional information on the back.