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# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY



Utah 4-H Afterschool

### DESCRIPTION:

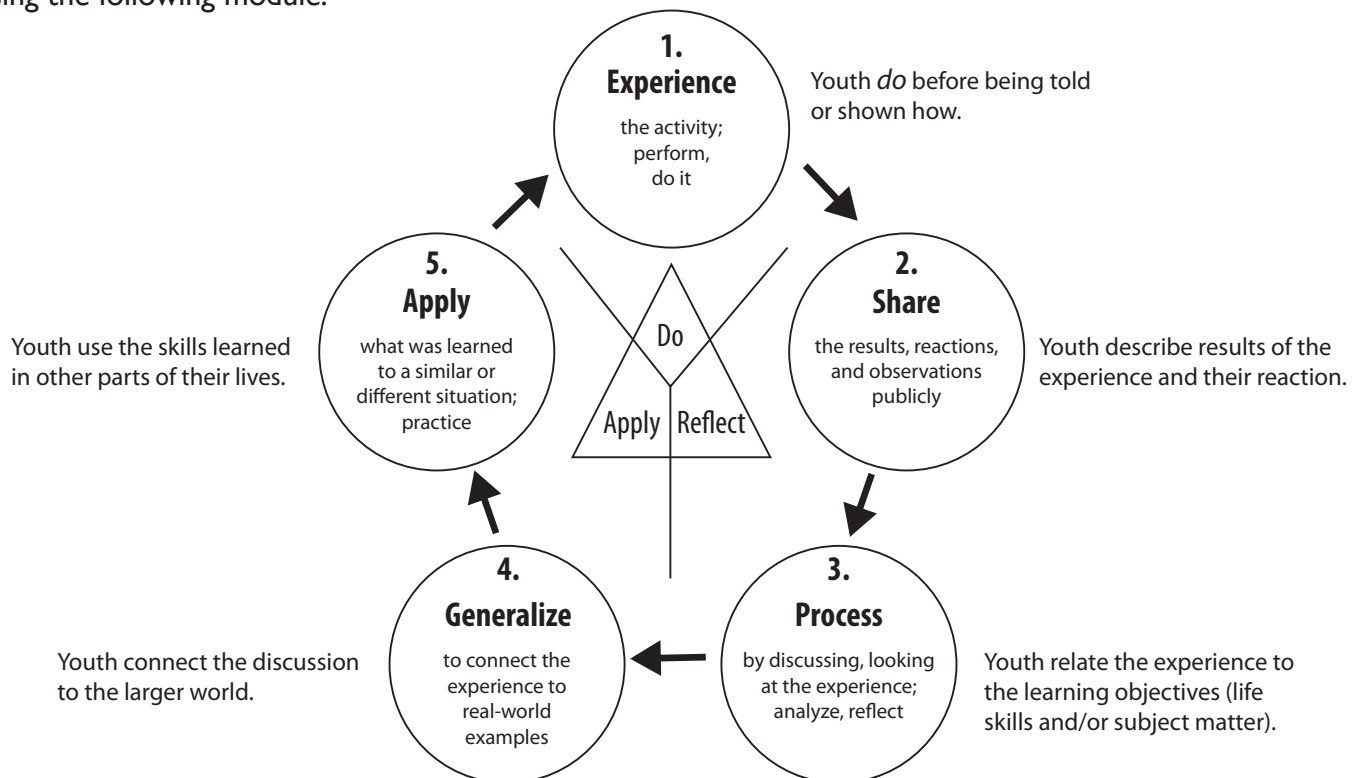
The “Lights, Camera, Cooking 4-H Film Academy” is a program developed for students between grades 4-6. This program includes fun, new, and challenging hands-on experiences where students will learn basic food preparation, presentation skills, several new recipes that they will make and serve, and much more. They will also learn video and script-writing techniques that they will use to actually film their own cooking show!

### GOAL:

To have students learn how to properly prepare and make food, give a demonstration, be comfortable in front of a camera and an audience, and successfully film, edit, and premier their own cooking show.

### 4-H “LEARNING BY DOING” - DO, REFLECT, APPLY LEARNING MODULE

The “Do, Reflect, Apply” approach allows youth to experience the learning process with minimal guidance from adults. Instead of being told the answers from activities, youth are exposed to experiential learning by using the following module:



Experiential learning is based on the theory of “learning from experiences”. The Lights, Camera, Cooking 4-H Film Academy Curriculum and its activities are based on the “Do, Reflect, Apply” module, which will allow youth to experience the activity, reflect on new knowledge, and apply the new knowledge and skills in many aspects of life.

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



### CLUB RULES:

1. Listen to and follow directions and instructions.
2. Always follow safety precautions and procedures.
3. Be willing to try new things and have a good attitude.

### SET UP:

Have workstations ready for the students to prepare and cook food. Supplies, materials, and ingredients needed for each session should be available and ready to use.

### GETTING STARTED:

For some of the weekly activities, the club members need to be divided into either partners or groups. If your program uses youth leaders or counselors, one counselor could be over each group or partnership to act as a guide.

Get the 4-H Film Academy members thinking about what they want their cooking show to be like. Is there a certain topic they would like to focus on or a famous chef they would like to impersonate?

### EXAMPLES OF COOKING SHOW PERSONALITIES:

Rachael Ray  
Julia Child  
Emeril Lagasse  
Mario Batali

**\*\***The times listed for each activity are suggestions only. Each week session is based around an hour-long program, but the times may be adapted to your needs.

# EXAMPLE OF PROGRAM LETTER

Utah 4-H Afterschool



## LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY

Dear Youth,

We are excited to have you join us at the LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY where we will make new recipes, learn food preparation techniques, learn how to use video cameras and computer editing programs, and produce our own cooking show!

The Lights, Camera, Cooking 4-H Film Academy will be held \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_. Please read the following information and the enclosed forms, and contact us if you have any questions or concerns.

- We may be spending some time outdoors, so please dress appropriately for the weather conditions.
- No toys or electronics will be allowed at camp. If you bring a cell phone, please turn it off or keep it on silent.
- Parents and guardians, please read and sign the enclosed 4-H Code of Conduct and Medical History forms. Youth who cannot abide by the Code of Conduct may be asked not to return.
- During our Afterschool Program, staff can be reached by phone at (    ) \_\_\_\_\_.

Let's get cooking!

Afterschool Program Contact Information:

# YOUTH COUNSELOR

## Information and Responsibilities

(For the Youth Counselor)



We are excited to have you participate as a youth counselor in our 4-H Afterschool Program. The Utah 4-H Afterschool programs are designed to give youth in grades 4 through 6 the opportunity to explore the world around them. As a counselor, you will assist the program staff in running these activities. We look forward to working with you.

We have included some important information that will help you as counselors to create a positive experience for everyone.

### **COUNSELOR RESPONSIBILITIES:**

- Counselors will work under the guidance of an adult and work as a guide to the youth. Because of this, counselors must model appropriate behavior at all times. Any counselor who does not display appropriate behaviors will not be allowed to participate in the program.
- Counselors are expected to teach in small-group activities and help manage all youth during large-group activities.
- Counselor attire should be modest and weather appropriate, as we will be spending time outdoors.

### **DAILY PROCEDURES:**

- Be at the facility to help set up 30 minutes before the program starts.
- Stay after the program ends approximately 30 minutes or until the facility is cleaned.
- Know the activities you will be teaching your groups that day (counselors will be provided the activities in advance).
- Have a positive attitude and help the youth have a good time in the program. If you are having fun, the youth will too.

### **SCHEDULE:**

- Each counselor has been assigned specific weeks to and volunteer at the program. Once you have agreed to work at a program, you must come on time every day you are scheduled.
- If something comes up and you have advanced notice that you will be unable to work a specific program, you may call another counselor and see if they are willing to trade scheduled days with you. If this happens, please notify the staff of the change immediately.

### **COUNSELOR INCENTIVES:**

- If this is a program that gives incentives instead of hourly pay, upon completion of your designated numbers of volunteer hours, counselors will receive a life-skill activity of their choice (piano lessons, ski pass, horseback riding lessons, guitar lessons, etc.).
- Incentives will be arranged with staff before counselors begin their volunteer hours.
- Counselors will receive their incentives at the end of the programming season.

### **EMERGENCIES:**

- If any accidents happen, report them to the staff immediately.
- In case of an emergency, help keep the youth calm and follow directions given by staff.

# UTILIZING

## the Youth Counselor

(For the Facilitator)



### GOALS:

- To teach knowledge and life skills that enhance quality of life.
- To create opportunities that promote positive youth development.

### COUNSELOR RESPONSIBILITIES:

- Counselors will work under the guidance of an adult and work as a guide to the youth. Because of this, counselors must model appropriate behaviors at all times. Any counselor that does not display appropriate behavior will not be allowed to participate in the program.
- Counselors are expected to teach their in small-group activities and help manage all youth during large-group activities.
- Counselor attire should be modest and weather appropriate, as we will be spending time outdoors.
- Counselors are encouraged to interact with ALL youth in appropriate manners. They need to know that they are also considered “adults” in this situation.

### DAILY PROCEDURES:

- Counselors are required to be at the facility to help set up 30 minutes before the program starts.
- Counselors are also required to stay after the program ends approximately 30 minutes or until the facility is cleaned.
- Counselors should get to know the activities you will be teaching your groups that day (counselors will be provided the activities in advance).
- Counselors should be reminded to have a positive attitude and help the youth have a good time at the program. If you are having fun, the youth will, too.

### COUNSELORS IN THE CLASSROOM/INVOLVEMENT:

- Counselors should ALWAYS be encouraged to work with their groups and be involved in the activities for the day.
- It's important that counselors are encouraged to work with youth. The program can be effective for youth, as well as counselors.
- Counselors can be an effective classroom-management tool. They should be encouraged to walk around their group and help their youth. By encouraging participation by all youth attending, behavioral and disruptive issues will be decreased.
- It's also important to realize that counselors are not only there to be the “run-around” people. Keep them involved throughout each activity.
- Always encourage TEAMWORK among counselors and youth. It's important that this is emphasized.

# GROCERY LIST

## and Daily Supplies



**TOTE SUPPLIES:** Dry Measuring Cups, Liquid Measuring Cups, Measuring Spoons, Cutting Board, Serving Spoon, Rubber Spatula, 3 Knives, Blender, 9x9-inch pan, Large Mixing Bowl, Microwave-Safe Bowls, Spatula, Mixing Spoon, Laptop/Computer, Flip Camera, USB Cable, 4-H Filmmaking DVD.

### EPISODE 1

- Dry ingredients to measure
- Liquid ingredients to measure
- Ziploc bags or containers
- Raisins
- Peanuts
- Natural almonds
- Roasted soy nuts
- Sunflower seeds
- Ice
- Frozen orange juice concentrate
- Water
- Milk
- Sugar

### EPISODE 3

- Ziploc bags
- Strawberries
- Whipped cream
- Graham crackers

### EPISODE 2

- Plastic knives and spoons
- Plates or napkins
- White bread (optional)
- Wheat bread
- Peanut butter
- Jelly
- Sliced turkey breast
- Cream cheese
- Cranberry sauce
- Shelled walnuts
- Fresh spinach
- Fat-free vanilla yogurt
- Frozen berries
- Milk
- Banana
- Serving cups

### EPISODE 4

- Microwave
- Plastic spoon
- 9x9-inch pan
- Cooking spray
- Refrigerator
- Chocolate chips
- Sweetened condensed milk (with pop top lid)
- Vanilla



# GROCERY LIST

## and Daily Supplies



**TOTE SUPPLIES:** Dry Measuring Cups, Liquid Measuring Cups, Measuring Spoons, Cutting Board, Serving Spoon, Rubber Spatula, 3 Knives, Blender, 9x9-inch pan, Large Mixing Bowl, Microwave-Safe Bowls, Spatula, Mixing Spoon, Laptop/Computer, Flip Camera, USB Cable, 4-H Filmmaking DVD.

### EPISODE 5

- Plastic knife
- Bread
- Eggs
- Margarine or butter
- Salt

### EPISODE 7

- Whole wheat tortillas
- Canned tuna
- Onion
- Carrots
- Mayonnaise or Miracle Whip
- Spicy mustard
- Blank paper
- Construction paper
- Pens
- Pencils
- Markers
- Tape
- Scissors

### EPISODE 6

- Plastic knives
- Toothpicks
- Pre-cut vegetables, fruits, etc.
- Sour cream
- White vinegar
- Fresh parsley
- Fresh dill
- Grated onion
- Salt and pepper
- Vanilla yogurt
- Orange juice concentrate
- Lime juice
- Brown sugar

### EPISODE 8

- Ingredients for recipe youth will make for premier.
- Serving cups or plates
- Napkins

### OPTIONAL ACTIVITY

- Index cards
- Markers
- Pens/Pencils
- Stickers (optional)
- Hole punch
- Metal rings

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Afterschool Kids,



Hi, I'm Tiffany Tortellini. I'm a TV producer and I own a company that produces a lot of children's shows. But I have a problem. I'm looking for the next hot, kids cooking show, but I can't seem to find a group of kids that are up to the challenge!

I need kids who are willing to learn and try new recipes, as well as work on script writing, filming, and editing. I am hoping to find kids to star in and create the "Lights, Camera, Cooking" show and be a part of the 4-H Film Academy to teach other people how to make cool new foods!

Do you think you can help me?

Have fun!

*Tiffany Tortellini*  
TV Producer

# **EPISODE I**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



#### **Activity Dishes for the day:**

Challenge Letter

Basic Food Preparation

Measuring Equipment

Trail Mix

Orange Julius

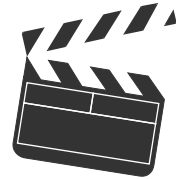
# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,



Welcome to the Lights, Camera, Cooking 4-H Film Academy!

Each week you are going to be learning new skills and practicing them to prepare you for your big TV debut. There are many parts that go into making a television show, so let's get started!

This week you're going to learn lots of new things. You'll learn about basic food preparation, reading and understanding recipes, and the correct way to use measuring equipment. You will also be making two awesome recipes!

So get cooking and have some fun!

*Tiffany Tortellini*

# BASIC FOOD PREP

## Utah 4-H Afterschool

### What to Do:

This week we will go over basic food-preparation guidelines so that you can have a fun and safe time while you cook! Here are some important rules:

1. If you have long hair, put your hair in a ponytail and roll up your sleeves to make sure they don't get in the food while you're cooking, and wear a clean apron.
2. Make sure you wash your hands with warm water and soap before you start preparing any food. Be sure to do it long enough to kill all the germs! You could sing the Alphabet Song or Twinkle, Twinkle, Little Star a couple of times through while you're washing to make sure you washed long enough. Have students practice singing a song while they wash their hands to get ready to cook.
3. After washing your hands, make they are dry before touching or using any electrical equipment.
4. Be sure to keep the counters, tables, sink, and stove clean while you're working. Having a trash can close by helps keep things tidy! Learn to clean and put away equipment right after you use it. And if you drop anything on the floor, be sure to wash it before you use it again!

### Reflect:

- Why do you think we go over food preparation guidelines?
- What was something you learned that you didn't know about before?
- Is there anything not on this list that you think is an important food preparation rule?

### Apply:

- Washing hands and having a clean work environment and clean equipment is not unique to food preparation. Teachers, scientists, surgeons, doctors, and medical staff all understand the importance of cleanliness and having a clean work area.
- Hand washing is the first line of defense against germs.
- Keeping a work environment clean helps the focus stay on the project and not the mess.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to be clean and neat while preparing food and using equipment. Learn how to be careful when you handle and cook food to keep harmful bacteria away from it.

### MATERIALS:

- Curriculum handbook

### PRIOR TO ACTIVITY:

Ask youth what basic food preparation guidelines they already know or use when they cook.

# MEASURING EQUIPMENT

## Utah 4-H Afterschool

### What to Do:

Today we are going to learn what the measurement abbreviations in recipes mean, how to use measuring equipment, and how to make measurements so that we can make our favorite recipes!

1. Practice measuring different ingredients and substances in their respective utensils; dry ingredients (i.e. flour or sugar) in the dry measuring cups, wet ingredients (i.e. water) in the liquid measuring cups, etc. Be sure to apply the specific measuring techniques needed for each type of ingredient. When measuring liquid, get down at eye level to make sure you get the right amount. When measuring dry ingredients like sugar and flour, level off the top with a straight edge.
2. What do the abbreviations that are often used in recipes mean? Here's a little cheat sheet!
3. Also, here are a few measurement conversions that help when

t. or tsp. = teaspoon	oz. = ounce
T. or Tbsp. = tablespoon	lb. = pound
C. = cup	doz. = dozen
pt. = pint	min. = minute
qt. = quart	hr. = hour

you're cooking:

3 teaspoons = 1 tablespoon	16 ounces = 1 pound
4 tablespoons = $\frac{1}{4}$ cup	1 cup = 8 fluid ounces
5 $\frac{1}{3}$ tablespoons = $\frac{1}{3}$ cup	2 cups = 1 pint
8 tablespoons = $\frac{1}{2}$ cup	2 pints = 1 quart
16 tablespoons = 1 cup	4 quarts = 1 gallon
2 tablespoons = 1 fluid ounce	

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to measure correctly and learn how to use measuring supplies and equipment in the best and most efficient way.

### MATERIALS:

- Dry measuring cups
- Liquid measuring cups
- Measuring spoons
- Dry ingredients
- Liquid ingredients
- Solid ingredients
- Sample recipe

### PRIOR TO ACTIVITY:

Have youth look at a sample recipe and let them try to identify what each measurement means.

*continued...*

# MEASURING EQUIPMENT CONTINUED...

## Utah 4-H Afterschool

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### Reflect:

- Was it confusing to learn all of the measurements and abbreviations?
- Do you think it will get better and easier as you practice using them while cooking?
- What is an abbreviation you've never seen before? What does the abbreviation **oz.** mean?
- What piece of measuring equipment is it best to measure sugar?

### Apply:

- Measuring ingredients correctly and with the proper measuring equipment helps recipes turn out correctly.
- Dry measuring cups are used to measure dry ingredients (sugar, flour, oatmeal, nuts, etc.). They almost always come together in a set and contain a  $\frac{1}{4}$  cup,  $\frac{1}{3}$  cup,  $\frac{1}{2}$  cup, and 1 cup.
- Liquid measuring cups are used to measure wet, or liquid, ingredients (water, milk, oil, etc.). They are usually clear glass and have a pour spout. It is better to use liquid measuring cups to measure liquids than dry measuring cups because they have a lip and are a little taller to help decrease the chances of spilling.
- Measuring spoons can be used for measuring smaller quantities of both dry and liquid ingredients.

# TRAIL MIX

## Utah 4-H Afterschool

### What to Do:

We are going to start making our first recipe together!

Be sure to put into practice all the things we've just talked about, including the rules of food preparation, how to read a recipe, and how to measure correctly!

So that everyone gets a chance to help make the recipe, get together and decide who gets to measure what into the big mixing bowl.

### Trail Mix

#### INGREDIENTS:

- 2 C. of raisins (16 oz.)
- 2 C. of peanuts (16 oz.)
- 2 C. of natural almonds (16 oz.)
- 2 C. of roasted soy nuts (16 oz.)
- 2 C. of sunflower seeds (16 oz.)

#### DIRECTIONS:

1. Mix all ingredients together in a large bowl.
2. Measure approximately 1 C. of trail mix into individual bags or containers.

**NOTE:** This recipe contains ingredients that could cause allergies.

Serves 10-12

### Reflect:

- Describe how the group communicated with each other to decide who would measure what ingredient. How do you think it went?
- What would happen if you changed some of the ingredients?
- What are some examples of ingredients you could change in this recipe to give it a different taste?

### Apply:

- Trail mix is a perfect anytime snack. The protein and carbohydrates you get when you eat it give your body a lot of strength and energy!
- Any ingredient you want can be substituted into the trail mix. You could put in M&Ms instead of peanuts, or pretzels instead of sunflower seeds. Be creative and invent your own recipe!

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to successfully make a trail-mix recipe using measuring equipment.

### MATERIALS:

- Dry measuring cups
- Large mixing bowl
- Mixing spoon
- Ziploc bags or containers
- Raisins
- Peanuts
- Natural almonds
- Roasted soy nuts
- Sunflower seeds

### PRIOR TO ACTIVITY:

Ask youth if they know what a trail mix is and if they know why it is good for them. Be sure to find out if any children have nut allergies.



# ORANGE JULIUS

Utah 4-H Afterschool

## What to Do:

Let's move on to our next recipe!

### Orange Julius

#### INGREDIENTS:

6 oz. frozen orange juice concentrate

1 C. water

1 C. milk

½ C. sugar

1 tray of ice cubes (about 14-16 cubes)

#### DIRECTIONS:

Put all of the ingredients in a blender, crush ice, and blend well.

Serves 3-4.

## Reflect:

- How did the Orange Julius taste?
- Did it turn out like you thought it would?
- Is there anything you would like to add to this recipe or something you would like to change?

## Apply:

- An Orange Julius is the perfect summer beverage! It can be made in a matter of minutes, which makes it easy to make several batches for all your friends!
- Learning the skill of how to use a blender can really expand your horizons. There are so many things you can make in a blender! In addition to making an Orange Julius in a blender, you can also make different kinds of smoothies, soups, or even cake batter!

TIME: 15 Minutes

GRADE LEVEL: 4-6

#### OBJECTIVE:

Learn to safely and correctly use a blender and how to double or triple recipes.

#### MATERIALS:

- Dry measuring cups
- Liquid measuring cups
- Ice cube tray (filled with ice)
- Frozen orange juice concentrate
- Water
- Milk
- Sugar

#### PRIOR TO ACTIVITY:

Have youth make predictions on how the recipe will turn out and how they think it will taste. Depending on the size of your afterschool program, more than one batch of the recipe may need to be made. In that case, the ingredients needed should be doubled or tripled accordingly. If more than one batch is needed, divide the kids into groups of 3 to 4 so they can work together to make their own batch.

# **EPISODE 2**

## **LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY**



### **Activity Dishes for the day:**

Challenge Letter

Demo Basics

Peanut Butter and Jelly Sandwich

Turkey T Sandwich

Swamp Cooler

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

Let's get going on another awesome week of the Lights, Camera, Cooking Show!

This is going to be an exciting session! As the second step of putting together our cooking show, you need to practice doing a demonstration while you cook. This week you'll be learning all about demo basics, which include proper presentation skills, making sure you have everything that you need accessible to you while you're cooking, and lots more! You'll get to practice all this while making two delicious recipes!

I know you will do so well and have so much fun!

*Tiffany Tortellini*

# DEMO BASICS

## Utah 4-H Afterschool

### What to Do:

This week we are going to have a lot of fun learning about how to do a cooking demonstration! You will be able to use the skills you learn today while filming your own cooking show in a few weeks, so it will be really good practice! You are going to be demonstrating to others how to make awesome recipes, so you need to learn some basic demonstration skills. Go through these tips and practice them while making your recipes today!

1. Preparation is a very important part of any demonstration. In order for your demonstration to flow smoothly, you need to gather everything you will need to make your recipe. This includes all the ingredients, supplies, and equipment. Prepare all of the foods beforehand that need special preparation, such as grating the cheese, chopping the vegetables, cutting the meat, etc. You can also measure all the ingredients you need to make the demonstration flow more quickly. Measure out the flour, sugar, milk, and other things you may need.
2. Once you have prepared all your ingredients, make sure you have everything you need accessible to you. Be sure all your ingredients and equipment are close by, so that you can find it easily while you are demonstrating.
3. It may be handy to have cue cards or note cards reminding you of the recipe and the steps you need to take while demonstrating.
4. Make sure you have clean towels or paper towels to wipe your hands while you're cooking to keep yourself clean. Also make sure to have a trash can close by so that you can keep your cooking area neat and tidy!
5. Be sure to speak loudly and clearly while you're presenting. This is a very important part of showing people a demonstration because they need to be able to hear and understand what you're doing!
6. Last, but not least, be sure to have good eye contact with your audience while you're demonstrating! This keeps them interested and included in what you're trying to show them.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to properly give a cooking demonstration.

### MATERIALS:

- Curriculum handbook

### PRIOR TO ACTIVITY:

Ask kids if they have ever had the experience of teaching others how to do something before, and if so, have them share what it was.

*continued...*

Adapted from 4-H Fun with Foods Level I  
and [http://www.mass.gov/agr/markets/farmersmarkets/demonstration\\_tips.pdf](http://www.mass.gov/agr/markets/farmersmarkets/demonstration_tips.pdf)

# DEMO BASICS

## Utah 4-H Afterschool

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### Reflect:

- Why is it important to prepare all of your ingredients before a demonstration?
- How do you think this is going to help you when you are actually filming the cooking show?
- What things can help you feel comfortable in front of an audience?

### Apply:

- Preparation is the most important part of giving a food demonstration. Preparing yourself to teach others can give you confidence and make things go more smoothly.
- In order for your audience to be interested in what you're demonstrating, you need to be interested in them. Look at them and try to involve them in your presentation.
- Knowing and applying presentation skills can help you throughout your life in a number of situations.

# SANDWICHES

## Utah 4-H Afterschool

### What to Do:

1. We are going to practice the demonstration skills we just learned while we make some tasty sandwiches! Pair up with a partner and take turns giving a demonstration on how to make sandwiches.
2. We will start out making peanut butter and jelly sandwich:

### Peanut Butter and Jelly

#### INGREDIENTS:

White or wheat bread  
Peanut butter  
Jelly

#### DIRECTIONS:

1. Get two slices of bread and spread peanut butter on one slice and jelly on the other. Put them together and enjoy!
  2. Make sure you incorporate the things we just learned (having accessible supplies and ingredients, keeping hands and work areas clean while cooking, speaking clearly, and keeping good eye contact)!
3. Now that you've practiced giving a demonstration, let's learn another awesome sandwich recipe!

*continued...*

TIME: 30 Minutes

GRADE LEVEL: 4-6

#### OBJECTIVE:

Practice demonstration and presentation skills by making two sandwich recipes and demonstrating in a small group.

#### MATERIALS:

- Plastic knives and spoons, cutting boards, plates or napkins
- White bread (optional)
- Wheat bread
- Peanut butter
- Jelly
- Sliced turkey breast
- Cream cheese
- Cranberry sauce
- Shelled walnuts

#### PRIOR TO ACTIVITY:

Divide youth up into partners so that they are ready to demonstrate together.

# SANDWICHES CONTINUED...

## Utah 4-H Afterschool

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### Turkey T Sandwich

#### INGREDIENTS:

¼ lb. of sliced turkey  
Whole wheat bread  
Cream cheese  
Cranberry sauce  
Shelled walnuts

#### DIRECTIONS:

1. Lay out two slices of whole wheat bread. Fold a slice of turkey and put it on the bread with the round edge facing in. Do the same on the other slice of bread.
2. Spread cream cheese on one half and cranberry sauce on the other.
3. Lightly sprinkle walnuts on cream cheese and cranberry sauce and then close the sandwich.
4. Cut crusts off the bread and then cut the sandwiches into slices about an inch wide.  
Enjoy!

### Reflect:

- Did you like the two sandwiches?
- Which one did you like better?
- What are some ideas or other sandwich recipes that you enjoy making?

### Apply:

- Being able to talk to your audience while cooking is a great skill to have. Now that you've tried it, keep practicing and you'll get better!
- Sandwiches are tasty and easy to make. When you make them at home, practice going through the sandwich recipe step-by-step to get used to demonstrating to an audience.
- Experiment using large cookie cutters to cut sandwiches to achieve different looks for different occasions.

Adapted from: <http://www.spatulatta.com>

# SWAMP COOLER

## Utah 4-H Afterschool

### What to Do:

1. As the last part of our session today, we are going to make one last recipe! This recipe is full of wonderful ingredients that are really good for you and it tastes great too!
2. With this recipe we will get familiar with another tool in the kitchen, the blender! It will be good practice for you to know how loud it is as you demonstrate your recipe, as well as what speeds work best for different recipes.

### Swamp Cooler

#### INGREDIENTS:

- 1 C. fresh spinach, loosely packed
- ½ C. fat-free vanilla yogurt
- ½ C. frozen berries
- ¾ C. milk
- 1 banana

#### DIRECTIONS:

1. Place spinach in blender first, then add yogurt, milk, banana, and frozen berries.
2. Blend until smooth.

### Reflect:

- What did you learn about being able to put vegetables in a smoothie?
- How do you think it tasted?

### Apply:

- Although spinach isn't something most would want to put in their smoothie, it is actually a great ingredient.
- Spinach is extremely good for you, it is considered a rich source of iron and calcium, when you put it in a smoothie, it doesn't have a strong flavor when it's mixed with other things! Try using spinach in all kinds of recipes!

TIME: 15 Minutes

GRADE LEVEL: 4-6

#### OBJECTIVE:

Learn how to correctly make a smoothie following a recipe.

#### MATERIALS:

- Blender
- Dry measuring cups
- Liquid measuring cups
- Fresh spinach
- Fat-free vanilla yogurt
- Frozen berries
- Milk
- Banana
- Serving cups

#### PRIOR TO ACTIVITY:

Gather all ingredients and supplies. As with the Orange Julius recipe, more than one batch of this recipe may need to be made depending on how many are participating. If so, be sure to double or triple the ingredients and divide the youth into groups to make each batch so that all are involved.



# **EPISODE 3**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



#### **Activity Dishes for the day:**

Challenge Letter

Script Writing

Video Taping

Camera Angles

Mini Strawberry Shortcakes

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

This week you will be learning even more about how to develop our Lights, Camera, Cooking Show! This session will be a little different than the others, but I know you'll have fun!

The third step of putting together our cooking show has to do with learning about video cameras, script writing, recording angles, and a lot more! We'll be making another cool recipe that will be really fun and easy, while recording different takes with your cameras!

Have fun!

*Tiffany Tortellini*

# SCRIPT WRITING

## Utah 4-H Afterschool

### What to Do:

1. One element of any great film or show is the script. Writing a script for a cooking show is really fun because you can make it however you want!
2. First, choose the topic that you want the show to be about. Maybe you want your show to be all about Mexican food or maybe Italian food. Or maybe you want it to be a mix of different things! Once you have your main idea, it will be easy to build a script around it.
3. Next, write out the main points that you want to focus on. This is called an outline. The main points could be the recipes you are going to make. You could also break the outline into a beginning, middle, and end. Remember to tell your audience what ingredients they need if they want to make any of the recipes at home, and then start cooking! Make sure to include your audience and keep them interested.
4. Be sure to tailor your script to your audience. Tell them information about the recipes you're making and include some helpful cooking tips you've learned.

### Reflect:

- Did your script have a beginning, middle and end?
- Did you find anything that your script was missing that you needed to add?
- How did you introduce yourself and what you are doing to teach your audience?
- How will you use this script when actually filming your show?

### Apply:

- A good script can make or break a film or show.
- Invite youth to describe their script and ways in which they want to improve and use it.
- Cue cards are used by people in entertainment to help them stay on track with their script. Discuss how youth could use cue cards during their show.
- This script writing will help youth be successful at giving their demonstration, as well as help them communicate effectively with others.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn what a script is and how to write one that will guide your show.

### MATERIALS:

- Curriculum handbook
- Internet access
- Laptop/Computer
- 4-H Filmmaking DVD
- Paper
- Pens/Pencils

### PRIOR TO ACTIVITY:

Go on the 4-H Filmmaking Web site and pick out what points or videos need to be shown to further expand the ideas given here: <http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>

Adapted from [http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo\\_01.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo_01.pdf)  
<http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>  
and [http://www.ehow.com/how\\_4884399\\_write-script-cooking-show.html](http://www.ehow.com/how_4884399_write-script-cooking-show.html)

# VIDEO TAPING

## Utah 4-H Afterschool

### What to Do:

1. In order to make your own cooking show, it will be important to learn how to film the show with your video camera, keeping in mind that making a finished movie is a lot more than just turning on your camera and shooting.
2. Begin filming using the demonstration techniques you've practiced, as well as the script that you just created. Consider filming a series of shots (or "takes") of the scenes to make sure you get things just the way you want them.
3. Once you've shot some amazing footage, you'll need a computer with editing software to transfer or "upload" that footage into your computer, and that's where you'll import it into your computer's editing software.

### Reflect:

- What is a video and how do you think it works?
- Describe some of the important things you discovered as you recorded your video.
- How did the sound turn out in your recording? Is there anything you would do differently?
- Can you name some famous filmmakers? Describe what you think makes them unique.

### Apply:

- Learning about video is a great starting point for a career in film or even just a hobby!
- Sometimes when you record a video, your arm will shake a little, which causes what you are taping to be bouncy. A tripod is a three-legged stand and support that you can attach to your camera for extra stability.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to operate and record a video.

### MATERIALS:

- Curriculum handbook
- Internet access
- Flip camera
- USB cable
- Laptop/Computer
- 4-H Filmmaking DVD

### PRIOR TO ACTIVITY:

Go on the 4-H Filmmaking Web site and pick out what points or videos need to be shown to further expand the ideas given here: <http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>

Adapted from [http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo\\_01.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo_01.pdf)  
<http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>  
and [http://www.ehow.com/how\\_4884399\\_write-script-cooking-show.html](http://www.ehow.com/how_4884399_write-script-cooking-show.html)

# CAMERA ANGLES

## Utah 4-H Afterschool

### What to Do:

1. When filming a show, you need to be aware of what you are either including or cutting out of the picture that others will see.
2. Sometimes you need a wide angle that spans a large area, sometimes you need a close-up on something (like the ingredients needed for a recipe) so that your audience can see things clearly, and sometimes you need an angle that's right in the middle of the two.
3. Now that you've experimented with some basic filming of your cooking demonstration, try out different angles for the different parts of your script.

### Reflect:

- What kind of angles worked and what didn't work, and why?
- Describe any of the cooking shows you've seen and the angles they use in filming for different parts of their demonstration.
- How do you think filming with different angles adds to the overall quality of your show?

### Apply:

- After filming different elements of your show with different camera angles, consider making notes in your script of the angle you'd like to use as you record.
- As different angles are recorded, those sequence of shots need to be joined together. This is done through the use of transitions.
- A transition may be from one camera angle to another, or from one focus point to another as your takes are matched together on the computer. One example of this might be keeping in focus one element that is the same between two different camera shots.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to operate and record a video.

### MATERIALS:

- Curriculum handbook
- Internet access
- Flip camera
- USB cable
- Laptop/Computer
- 4-H Filmmaking DVD

### PRIOR TO ACTIVITY:

Go on the 4-H Filmmaking Web site and pick out what points or videos need to be shown to further expand the ideas given here: <http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>

Adapted from [http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo\\_01.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/IntroductionVideo_01.pdf)  
<http://projects.4-hcurriculum.org/curriculum/filmmaking/videoresources.aspx>  
and [http://www.ehow.com/how\\_4884399\\_write-script-cooking-show.html](http://www.ehow.com/how_4884399_write-script-cooking-show.html)

# MINI STRAWBERRY SHORTCAKES

Utah 4-H Afterschool

## What to Do:

1. This is a fun and easy recipe that will be fun to make and eat over and over again during today's session where you're learning and filming.
2. As you make this, practice your demonstration techniques.
3. Divide into groups and take turns using the video camera, switching between the roles of filming and demonstrating how to make Mini Strawberry Shortcakes.

## Mini Strawberry Shortcakes

### INGREDIENTS:

Fresh strawberries

1 can of whipped cream topping

1 package of graham crackers

### DIRECTIONS:

1. Remove the stem of the strawberries, leaving a little hole for the filling.
2. Cut off the very bottom of the strawberries (just enough so that the strawberries can stand upright).
3. Fill the strawberries with whipped cream.
4. Put the graham crackers in a Ziploc bag and crush them into crumbs.
5. Sprinkle the graham cracker crumbs on the tops of the strawberries. Enjoy!

## Reflect:

- What did you like about this recipe?
- Did you think it was easy to make?
- Do you think this would be a good recipe to make for the real cooking show?

## Apply:

- Make a quick and easy recipe while you're filming and practicing for the cooking show.
- Being able to concentrate on making a recipe while doing other things is a great talent to have!

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Make a fun and easy recipe.

### MATERIALS:

- Knife
- Cutting board
- Ziploc bags
- Strawberries
- Whipped cream
- Graham crackers

### PRIOR TO ACTIVITY:

Gather all ingredients and supplies. Check the recipe and compare it with the size of your afterschool group to make sure you have enough ingredients for everyone to make a couple of shortcakes as they practice their filming techniques.

Adapted from: 4-H Fun with Foods Level I

# **EPISODE 4**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



#### **Activity Dishes for the day:**

Challenge Letter

Computer Program Basics

Microwave Fudge

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

This week you're going to learn even more about making a video for your cooking show! Now that you have seen and practiced how to make a video, used different recording angles, and developed your script writing, you will need to learn what computer programs you can use to edit your videos and how they work so that you can edit them next week! You'll also be making an easy, yummy dessert recipe.

We've got lots to do, so let's get started!

*Tiffany Tortellini*



# COMPUTER PROGRAM BASICS

## Utah 4-H Afterschool

### What to Do:

Now that you've learned how to use your video camera to make a video, you need to learn how to transfer it from your camera to your computer so that you can edit it and make it better and better! The 4-H Filmmaking Web site, <http://projects.4-hcurriculum.org/curriculum/filmmaking/>, is a great resource for you to use in this section as you learn! Here are a few points from the website:

1. Making a finished movie is a lot more than just turning on your camera and shooting. For starters, to edit your footage into a finished film you need a computer with editing software. Luckily all PCs come with Windows Movie Maker, and all Macs come with iMovie. If you've shot some amazing footage, and have a computer with editing software, you then need to get that footage into your computer and import it into the editing software. Doing this can sometimes be very complicated because there are many different kinds of computers and many different kinds of cameras – and they don't always work perfectly together.
2. Since you will be finishing your film on your computer, it will help to know a little about your computer. Here are the most important things to consider:
  - Mac or PC? This is important because the type of computer you have will probably determine the editing software you'll be using. PCs have Windows Movie Maker, and Macs have iMovie, but there are other editing programs that work fine, too.
  - Hard Drives: Video takes up a lot of space on your computer's hard drive. Do you know how many gigabytes (GB) your computer's hard drive has? Is it big enough to hold a lot of video clips? Each hour of video can use up to 12 GB of hard drive space!
  - Connections: Make sure you know what type of connection your computer has. Does it have firewire or USB or both? Your camera should have the same type of connection. USB and firewire use two different types of cables, so make sure you have the right cables ready to connect your camera to your computer.

TIME: 40 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to transfer video clips from a camera to a computer and use the program successfully to accomplish what is needed.

### MATERIALS:

- Curriculum handbook
- Internet access
- Flip camera
- USB cable
- Laptop/Computer
- 4-H Filmmaking DVD

### PRIOR TO ACTIVITY:

Have cameras available for demonstration of points. Visit the 4-H Filmmaking Web site and pick out what points or videos need to be shown to further expand the ideas given here.

*continued...*

# COMPUTER PROGRAM BASICS CONTINUED...

## Utah 4-H Afterschool

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3. Be sure to check out these resources:

[http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/TransferringandCapturingFootage\\_03.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/TransferringandCapturingFootage_03.pdf) .

to learn how to transfer your video to your computer and look at:

[http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/ConvertingFootage\\_04.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/ConvertingFootage_04.pdf) to learn how to convert your footage to the proper format!

For more help on Windows Movie Maker software, access this resource:

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>.

For more help using iMovie software, access this resource:

<http://www.apple.com/support/imovie/> or <http://www.apple.com/ilife/tutorials/#imovie> .

### Reflect:

- Describe the method you used to connect your video camera to your computer. What happened when you connected it?
- Did the computer you used give any prompts or messages?
- Describe the areas that you didn't understand in the instructions.
- What kind of computer were you using (Mac or PC), and what software did you use?

### Apply:

- Utilize the 4-H Filmmaking Web site and its resources to help you when transferring and converting video.
- You may find it helpful to create a folder in a location on your computer where you can put all video.
- Knowing what connections and drives are on your computer will be very helpful in the future for other projects that you may want to do!

Adapted from: <http://projects.4-hcurriculum.org/curriculum/filmmaking/>

# MICROWAVE FUDGE

## Utah 4-H Afterschool

### What to Do:

1. Let's make a fun and new recipe! After working so hard on your videos, you need a treat that's quick and easy.
2. Make sure to take turns measuring and stirring so that everybody gets a chance to participate. Let's get cooking!

### Microwave Fudge

#### INGREDIENTS:

- 1 bag (12 oz.) semi-sweet chocolate chips
- 1 can (14 oz.) sweetened condensed milk
- 1 tsp. vanilla

#### DIRECTIONS:

1. In a large microwave-safe bowl, combine condensed milk and chocolate chips.
2. Microwave on high 1½ to 1¾ minutes or until melted, stirring once.
3. Stir until smooth, add vanilla, and stir well.
4. Pour into greased 9x9-inch pan.
5. Refrigerate until set. Makes 1 pound 9 oz.

### Reflect:

- Was this your first time using a microwave?
- Would you rather use a microwave or the stove to cook something? What are some other types of things you can cook in the microwave?
- Have you ever made fudge a different way or from a different recipe?

### Apply:

- A microwave can be used in many circumstances and can make cooking a lot simpler and faster.
- Start using the microwave more in your cooking, especially when you are in a hurry!
- Always be sure to follow safety rules while using a microwave.
- Only use microwave-safe dishes in the microwave, and never put any metal in the microwave!
- Treats like fudge make excellent gifts for others!

TIME: 5 Minutes

GRADE LEVEL: 4-6

#### OBJECTIVE:

Learn the proper way to use a microwave.

#### MATERIALS:

- Microwave-safe bowl
- Microwave
- Spoon
- 9x9-inch pan
- Cooking spray
- Refrigerator
- Chocolate chips
- Sweetened condensed milk
- Vanilla

#### PRIOR TO ACTIVITY:

Gather all ingredients and supplies and teach club members about how to be safe while using a microwave. Increase this recipe as needed for the size of your afterschool group.

Recipe from: <http://www.cooks.com/rec/view/0,1829,158178-232202,00.html>

# EPISODE 5

## LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY



### Activity Dishes for the day:

Challenge Letter

Editing

Hole In One

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

This week is going to be fun! You're going to learn all about how to edit your videos! Now that you've seen and practiced how to make a video, how to use different recording angles, and how to write a script, you need to learn how to edit those videos you made so they flow smoothly and turn out just the way you want them without any mistakes! Added to that, we're going to make another awesome recipe you'll want to make again and again!

Let's get started!

*Tiffany Tortellini*

# EDITING

## Utah 4-H Afterschool

### What to Do:

1. Now that you've gained knowledge and experience on script writing, recording, angles, and computer software, you need to learn how to edit your video! But what is video editing? Editing means the act of changing, rearranging, and manipulating your video so that it turns out the way you want. With editing, you can add, remove, or rearrange sections of your video, apply enhancements to make it look better, and make transitions between different video clips.
2. First of all, learn how to transfer your video from your camera to your computer at: [http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/TransferringandCapturingFootage\\_03.pdf](http://projects.4-hcurriculum.org/curriculum/filmmaking/resources/TransferringandCapturingFootage_03.pdf).
3. Once your video is on your computer, you can start editing! Editing is great because then you can cut out the things you don't like or that are not important in your video. You can also cut out mistakes, so don't worry about having to be perfect while you're filming!
4. Here are some things from the 4-H Filmmaking Web site to think about while you're editing:
  - We live in a country that respects freedom of speech and expression; but you still must always consider the impact of your message and film on your audience. Express the message you intend with respect to your subject matter and to the people who will be watching it. Is your film going to help the world be open to new ideas and visions? Or is it possibly hurtful and damaging?
  - While editing, consider how the choices you make in showing people, geographies, philosophies, and cultures affect your message and your audience. Do you want your film to be inclusive or exclusive?
  - Beware of logos, brand names, or slogans in your film.

TIME: 45 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to transfer a video from a camera to a computer and edit it successfully.

### MATERIALS:

- Curriculum handbook
- Internet access
- Flip camera
- USB cable
- Laptop/Computer
- 4-H Filmmaking DVD

### PRIOR TO ACTIVITY:

Go on the 4-H Filmmaking website and pick out what points or videos need to be shown to further expand the ideas given here.

*continued...*

# EDITING

## Utah 4-H Afterschool

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Unless your film is made by or about a certain company or brand, don't film someone wearing a T-shirt with a brand or logo on it. Stay true to the purpose of your film. If it isn't an advertisement, don't treat it as one. Treat it as a vehicle to convey your message. Don't forget to prepare your actors and participants in terms of appropriate wardrobe. Consider how hand movements, clothing or jewelry could be distracting to the audience. While you are editing, ask yourself, "What is the purpose?" If it has no purpose, remove it.

- Think about appropriate sound and music for your audience. Does the music relate to the subject matter? Is it too loud? Adjust your sound levels so that voice overs and narration can be clearly heard and understood.
5. As always, be sure to check out the 4-H Filmmaking Web site (<http://projects.4-hcurriculum.org/curriculum/filmmaking/>) to learn much more information!

### Reflect:

- Describe what editing is for.
- Do you have ideas of what you will edit in your own video?
- Discuss some of the easy things with this project. Did you think this project was easy or difficult?
- What new things did you learn that you didn't know before?

### Apply:

- Go through the 4-H Filmmaking Web site and learn how to edit your film.
- Learning how to edit videos can be applied to many aspects of your life and can be used in a lot of different settings. Think of jobs you could have that would include editing.
- Learning to edit makes you much more aware of the things that go on while you're filming, because you might need to cut a lot of them out! Knowing the types of things that shouldn't be in videos can help you prevent them from happening in the first place!

# HOLE IN ONE

## Utah 4-H Afterschool

### What to Do:

This is an awesome recipe! It's great for breakfast or anytime you want to make it. It's called a "Hole in One" because you actually cook an egg inside a piece of bread! Let's get started:

### Hole in One

#### INGREDIENTS:

- 1 piece of bread
- 1 egg
- 1 Tbsp. margarine or butter
- Pinch of salt

#### DIRECTIONS:

1. Butter both sides of the bread.
2. Cut a hole in the center of the bread.
3. Place it in a frying pan on low heat.
4. Crack the egg into a bowl and pour it into the hole in the bread.
5. Let egg cook until solid enough to flip. Flip it over and continue cooking on the other side.
6. When egg is cooked all the way through, take the bread and egg out of the pan and salt to taste. Enjoy!

### Reflect:

- Have you ever used a frying pan before?
- What did you like about this recipe?
- Did you think it was difficult to cook on the stove? Do you think you will use the stove to make other things in the future?

### Apply:

- Learning how to use the stove properly is a great way to learn how to cook many recipes. But using the stove can also be dangerous.
- It's important to always follow the safety precautions when using a stove or have an adult present to help.
- There are many things that can be done with eggs! Frying them is just one way to cook them. Eggs can be hard-boiled, scrambled, poached, and cooked in many other ways!

TIME: 20 Minutes

GRADE LEVEL: 4-6

#### OBJECTIVE:

Learn to use a frying pan on the stove safely and properly.

#### MATERIALS:

- Frying pan
- Spatula
- Bowl
- Plastic knife
- Bread
- Eggs
- Margarine or butter
- Salt

#### PRIOR TO ACTIVITY:

Gather all ingredients and supplies and teach club members how to be safe when using a stove. Because the recipe only makes one Hole In One, the ingredients will need to be increased according to the number of children. Divide the youth into groups so that each group can have a turn making and sharing a Hole in One.

Adapted from: 4-H Fun with Foods Level I



# EPISODE 6

## LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY



### Activity Dishes for the day:

Challenge Letter

Mess Ups, Bloopers & Takes

Fruit/Veggie Monsters & Dip

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

This week is all about having fun! We're going to talk about all sorts of things, including filming several different takes while recording, what to do if you go off script, and what to do with mistakes on your video, like making a blooper reel! This week will be a chance for you to put your own interesting spin on our Lights, Camera, Cooking Show! You'll also be having a lot of fun making a fresh, new recipe!

I know you'll have so much fun so let's get this show on the road!

*Tiffany Tortellini*

# MESS UPS, BLOOPERS & TAKES

## Utah 4-H Afterschool

### What to Do:

This week is all about turning mistakes into positive things that we can enjoy and learn from!

1. Prepare to shoot your video by going over the script at least once before you start demonstrating. If you do lose your place or go off the script while filming, you will have an idea of what comes next.
2. Make sure you have plenty of time so that you are able to allow mistakes and mess ups while shooting. If you're in a rush, then you won't have time to go back and re-film scenes that need to be fixed!

### Reflect:

- Why do we need to film several takes?
- Describe what you do if you accidentally lose your place in the script?
- What do you think about adding a blooper reel to your video?

### Apply:

- **Different Takes** - It is very important to get used to taking several takes of what you are filming. Even if the actor or demonstrator reads the script perfectly, it can still be beneficial to have them do it again, just in case they do it even better! Expecting to film scenes more than once also takes the stress off of everyone having to be perfect the first time. And then, when you are editing your film, you have a lot of choices and you can choose the very best possible one.
- **Follow the Script** - When you're the one in front of the camera, it's best to follow the script as closely as you can. That way you don't have to worry about what to do if you start demonstrating and your mind goes blank. It can be very helpful to have someone holding cue cards so that you can read directly from them while still looking at the audience. But what happens if you accidentally go off the script? Don't worry, just stay calm and keep going with what you were doing. Also, that's exactly what filming different takes is for! If you make a mistake, the person shooting the video can cut and you can start over!
- **Blooper Reel** - The best part about making mistakes is that you can put them all together and make a blooper reel! Blooper reels can be really funny and let everyone laugh at their own mistakes! You can make a blooper reel with the scenes that you cut out while you're editing, and put them all together at the end of your show.

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn how to fix and make the most of mistakes and be prepared while shooting a video.

### MATERIALS:

- Curriculum handbook

### PRIOR TO ACTIVITY:

Have youth discuss their favorite and least favorite parts about shooting a video.

# FRUIT/VEGGIE MONSTERS & DIP

Utah 4-H Afterschool

## What to Do:

1. I know you will be excited about this recipe! This week you will all be making your own “Fruit and Veggie Monster!”
2. You can use all sorts of fruits and vegetables to create your own personalized monster.
3. After you’re finished, you can take it apart and eat it with some tasty dips!

## Fruit and Veggie Monster

### INGREDIENTS:

Examples of fruits and vegetables to use:

Bananas	Potatoes
Pineapple	Carrots
Celery	Apples

Examples of accessories to use:

Raisins	Peanut butter
Cream cheese	Nuts

Other helpful items:

Toothpicks  
Plastic Knives

### DIRECTIONS:

Get creative and design your own Fruit and Veggie Monster! Use toothpicks to attach pieces of vegetable together to achieve different looks! Be creative!



*continued...*

TIME: 30 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Use creativity to make a fruit and veggie monster successfully, as well as the two dip recipes.

### MATERIALS:

- Knife, cutting board, measuring spoons, mixing bowl, mixing spoon, plastic knives, toothpicks
- Fruits and vegetables
- Sour cream
- White vinegar
- Fresh parsley
- Fresh dill
- Grated onion
- Salt and pepper
- Vanilla yogurt
- Orange juice concentrate
- Lime juice
- Brown sugar
- Extra fruits and vegetables for eating with dip

### PRIOR TO ACTIVITY:

Gather all ingredients and supplies. Cut vegetables into different sizes and shapes for. Each participant will make their own monster! Divide youth into two groups. One group can make the Ranch Dip, and the other group can make the Fruit Dip. Make sure to have enough extra fruits and veggies for snacking.

# FRUIT/VEGGIE MONSTERS & DIP CONTINUED...

## Utah 4-H Afterschool

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### Ranch Dip

#### INGREDIENTS:

- 1 (16 oz.) container of sour cream (low fat or fat free)
- 1 Tbsp. white vinegar
- 2 Tbsp. fresh parsley, minced
- 2 Tbsp. fresh dill, minced
- 2 Tbsp. grated onion (optional)
- Salt and pepper to taste

#### DIRECTIONS:

1. In a medium sized bowl, combine all ingredients.
2. Pour into a serving bowl and serve with veggies.

### Fruit Dip

#### INGREDIENTS:

- 8 oz. low-fat vanilla yogurt
- 2 Tbsp. orange juice frozen concentrate, thawed
- 1 Tbsp. lime juice
- ½ Tbsp. brown sugar

#### DIRECTIONS:

3. In a small bowl, combine yogurt, orange juice concentrate, lime juice, and brown sugar.
4. Mix well and serve with fruit.

### Reflect:

- What did you like about this recipe?
- Was it difficult to put the monster together using only food?
- Did you like how yours turned out? What would you do differently?

### Apply:

- Using your own individual creativity can benefit you in many ways. It can benefit you in not only cooking and creating new recipes, but also when you're filming and making videos. Everybody has their own interesting points of view, and it's great to let others see them!
- You can make different shapes and sizes out of almost any food! Next time try making a monster using different fruits and vegetables and make it look completely different than the first one you made!

Adapted from: 4-H Fun with Foods Level I

# EPISODE 7

## LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY



### Activity Dishes for the day:

Challenge Letter

Finishing

Invitations

Tuna Wrap

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

I am so pleased with how well you have done in preparing for our Lights, Camera, Cooking Show! You all have really stepped up to the challenge and you're doing so well! This week you're going to be putting the finishing touches on your videos. Hopefully all that you've learned up to this point will be a big help in making sure your videos are ready to show to an audience! We'll also be making one last recipe that you'll love!

Let's get going!

*Tiffany Tortellini*

# FINISHING

## Utah 4-H Afterschool

### What to Do:

1. We've almost come to the end of our cooking challenge! This week is the last week for you to prepare to debut your own cooking show videos to your friends and family, as well as put on a live cooking show for them!
2. To make sure your videos are ready, here is a checklist of things to go through:
  - ✓ Has the script been written for the video?
  - ✓ Is the video done and recorded?
  - ✓ Has the video been uploaded onto a computer for editing?
  - ✓ Has the video been edited?
  - ✓ Has a blooper reel been put at the end of the video?
  - ✓ Is the video entirely finished and ready for showing?
3. If there's something on this list that still needs to be done, here's your time to do it! Let's make sure these videos are the best they can be!
4. We also need to make sure that we're ready for the *LIVE DEBUT* of our Lights, Camera, Cooking Show next week! Here's a checklist of things to go through to make sure we're ready:
  - ✓ Has a script been written?
  - ✓ What recipes are going to be demonstrated for the audience?
  - ✓ Who is going to be the chef/chefs for the show?
  - ✓ Who is going to film the show?
  - ✓ Who is going to hold the cue cards for the chefs?
  - ✓ Who is going to hand out the food to the audience to sample?
5. Let's make sure we are prepared for next week so things can go as smoothly as possible! Good luck!

TIME: 40 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Successfully finish video and prepare for next week's live cooking show.

### MATERIALS:

- Curriculum handbook
- Internet access
- Flip Camera
- USB Cable
- Laptop/Computer
- 4-H Filmmaking DVD

### PRIOR TO ACTIVITY:

Have all materials and resources ready for editing and finishing videos.



# FINISHING

## Utah 4-H Afterschool

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### Reflect:

- What things do you still have left to do to make sure you are prepared for next week?
- What recipes do you think you'll want to demonstrate to your audience next week?
- Who do you want to invite to the cooking show premier?
- Do you see yourself as more of a chef or a videographer?
- Are you excited to show your friends, family, and classmates all the hard work you've put into this cooking show?

### Apply:

- Making sure that everything is ready in advance will make your life a lot less stressful because you will be prepared for whatever may happen. Planning and preparing are great skills to have to help you in many areas of your life.
- If everything is ready for next week, things will go smoothly and your cooking show will be an instant success!

# INVITATIONS

## Utah 4-H Afterschool

### What to Do:

Since next week is our big premier, you need to make invitations for the people you want to invite so they can come see it!

1. Decide who you would like to have come to the premier.  
Parents? Brothers and sisters? Friends? Classmates?
2. Get some blank paper or construction paper and some writing utensils. Design invitations for all the people you want to invite to the premier. Be sure to let them know:
  - What day it is
  - Where it is
  - What time it is at
  - What it is all about
3. After you're finished, be sure to give your invitations out as soon as possible so everybody you invited can be sure to come!

### Reflect:

- Who are you inviting to the premier next week?
- Did your invitations turn out the way you wanted?
- Did you enjoy designing your own invitations?

### Apply:

- Making individual invitations is a great and polite way to invite somebody to a party or an event. It shows them that you want them to come enough that you spent the time to make an individual invitation!
- It is nice to give people advance notice about an event so that they can make the necessary plans to come. After all, you want people to be able to come to see all the hard work you've put into the cooking show!

TIME: 30 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Design and make invitations to hand out to friends and family who are invited to attend the premier next week.

### MATERIALS:

- Blank paper
- Construction paper
- Pens
- Pencils
- Markers
- Tape
- Scissors

### PRIOR TO ACTIVITY:

Gather all materials and supplies needed and have youth think about who they would like to invite.

# TUNA WRAP

Utah 4-H Afterschool

## What to Do:

1. Let's get cooking because this is the last recipe we'll be making together before our big cooking show debut!
2. This is a very tasty recipe that is great for a meal, a snack, or anytime!

## Tuna Wrap

### INGREDIENTS:

- 1 whole wheat tortilla wrap
- 1 can of tuna in water
- ¼ C. onion, chopped
- ¼ C. carrots, julienned
- ½ C. low-fat mayonnaise or Miracle Whip
- 1 Tbsp. spicy mustard

### DIRECTIONS:

1. Place tuna in a small mixing bowl.
2. Combine mayonnaise and mustard with tuna and mix until blended.
3. Add onion and carrots and mix well.
4. Place wrap on flat surface and spoon tuna mixture onto the center of the wrap.
5. Fold one end of wrap in; fold over opposite end. Enjoy!

## Reflect:

- What are some examples of other things you could put in a wrap?
- Think of all the recipes we've made during our Lights, Camera, Cooking 4-H Film Academy. What recipes have been your favorites? Least favorites?
- What recipe do you think you would like to demonstrate next week during our live cooking show?

## Apply:

- There are a lot of cookbooks that can be checked out from the library, that give detailed instructions on how to make all kinds of food.
- You may not have all the ingredients on hand for a recipe, so sometimes you have to be creative and think of a logical substitution of what a recipe calls for. This is where you get to be creative!

TIME: 15 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Learn a quick and easy recipe.

### MATERIALS:

- Mixing bowl, mixing spoon, measuring spoons, dry measuring cups, cutting board
- Whole wheat tortillas
- Canned tuna
- Onion
- Carrots
- Mayonnaise or Miracle Whip
- Spicy mustard

### PRIOR TO ACTIVITY:

Gather all ingredients and supplies. Because this recipe only serves one, be sure to increase the ingredients so that youth can make their own Tuna Wrap at the same time.

# **EPIISODE 8 or TAKE EIGHT LIGHTS, CAMERA, COOKING 4-H FILM ACADEMY**



**Activity Dishes for the day:**  
Challenge Letter  
Premier!

# LIGHTS, CAMERA, COOKING

## 4-H FILM ACADEMY

Utah 4-H Afterschool



Dear Chefs,

The big day is finally here! Hopefully everything is finished and ready to go! You have done so well in all of the cooking challenges and I don't think I could have found a more qualified group of youth to be the stars and fill the supporting roles in the Lights, Camera, Cooking Show!

Now you're going to show your awesome videos to your audience and also put on a live cooking show for them!

Be sure to have fun and GOOD LUCK!

*Tiffany Tortellini*

# PREMIER

## Utah 4-H Afterschool

### What to Do:

1. Here we are! The final week where you get to debut your awesome videos to your family and friends! It will be a great experience to have an audience to support you, watch your videos, and see your live cooking show! You should be prepared with everything you need for your cooking demonstrations, as well as any other supplies you need for recording and filming.
  - ✓ Welcome your audience and thank them for coming!
  - ✓ Show your audience all the hard work you put into your cooking video!
  - ✓ Put on a live demonstration of the Lights, Camera, Cooking Show! Be sure to prepare enough food in your demonstrations for your audience to have a taste.
2. Have a great time and good luck!

### Reflect:

- What have you learned throughout this process?
- What will you remember the most?
- What was your favorite part of the 4-H Film Academy? Cooking? Filming? Editing?

### Apply:

- Hopefully you learned many things throughout this cooking and filming process.
- Think about what you are going to take away from this, and what cooking and film production hobbies you would like to keep learning about and pursuing.
- There are many career choices that fall into these areas. You could go to cooking school, become a professional chef, and open your own restaurant, or you could become a food critic. You could go to film school, become a screen writer, and direct movies, or you could become a producer or movie critic. Find out whatever it is you want to be and pursue it!

TIME: 60 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Show family and friends the cooking videos as well as a live cooking show.

### MATERIALS:

- Curriculum handbook
- Flip camera
- Laptop/Computer
- Ingredients for recipe being made for audience

### PRIOR TO ACTIVITY:

Have everything set up and ready to go when the audience arrives.

# **OPTIONAL ACTIVITY**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



**More Activity Dishes:**  
Recipe Card Collection

# RECIPE CARD COLLECTION

## Utah 4-H Afterschool

### What to Do:

If your afterschool program lasts longer than eight weeks, here is another activity.

1. Using the collection of recipes in the back, make your own recipe cards!
2. Get some index cards, markers, and pens and design your recipe cards. Decorate and write the recipes onto the cards in your own handwriting.
3. You can make recipe cards for all the recipes we've made together in the academy or you can choose just your favorite recipes. You can also add your own personal favorite recipes to your collection that you've made at home!
4. Once you're done making your recipe cards, punch a hole in the corner of each index card with a hole punch. Get a metal ring and hook them all together.

### Reflect:

- What are some of the recipes you decided to include in your recipe card collection?
- How did you design your cards?
- Can you think of any other recipes you would like to add to it?

### Apply:

- It's great to start a recipe collection. Start small with recipes we've made together here and then keep building.
- Add some of your favorites and the next time you make a recipe you really like, write it on a card and add it to your recipe collection. Soon it will become a big collection full of all your favorite foods!

TIME: 30 Minutes

GRADE LEVEL: 4-6

### OBJECTIVE:

Make a personal recipe card collection.

### MATERIALS:

- Index cards
- Markers
- Pens/Pencils
- Stickers (optional)
- Hole punch
- Metal rings

### PRIOR TO ACTIVITY:

Get all materials needed.



# **APPENDIX I**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



**More Activity Dishes:**  
Other Kits for Check Out  
Other Great 4-H Resources

# OTHER KITS FOR CHECK-OUT

## Utah 4-H Afterschool

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**MATERIALS:** This page contains a list of all of the resource kits that are available for checkout from Utah 4-H. Interested persons must go through their county Extension office to reserve the resources. Extension personnel will then contact the State 4-H Office for information about kit availability and checkout information.

- **BizWiz** - is a cross curricular, project-based program that gives students the opportunity to explore the world of investing. Students learn the basics of investment types, portfolio management, and financial planning as they engage in activities that reinforce math, social studies, and economics. BizWiz emphasizes the values of teamwork, cooperation, and communication, and is easily adapted to accommodate youth in grades 3 through 8.
- **BizWorld** - BizWorld is an interdisciplinary, project-based program that gives students the opportunity to start and run their own companies. Students learn the basics of business, entrepreneurship, economics, and money management as they engage in activities that reinforce math, social studies, language arts, and economics. BizWorld emphasizes the values of teamwork, cooperation, and communication, and is easily adapted to accommodate youth in grades 3-8.
- **Fat Tubes** - “Fat tubes” are useful visual aids to represent grams of fat in foods. You can use fat tubes along with Nutrition Facts labels to help consumers gain a better understanding of the amount of fat in various foods.
- **Junior Master Gardener Trunks** - Many counties have Junior Master Gardener (JMG) Trunks available for checkout. These trunks contain a Leader Guide and materials to assist with 8 JMG activities.
- **Mobile Lab** - A mobile laptop lab is available to county Extension offices for checkout to assist with robotics camps, and many other experiences that may require a computer lab. Laptops are placed regionally contact the 4-H Office if you need help identifying the regional contact.
- **Robotics Kits** - Lego MindStorm Robotics Team Challenge Kits containing software, Lego pieces and a programmable brick are available for checkout. Contact your county Extension office for checkout policies and availability.
- **Youth Financial Literacy Kit** - This kit consists of a Green Event manual for ages 8 through 10, and a Millionaires manual for ages 11-14. This hands-on learning guide gives youth the opportunity to learn how to better manage their money.
- **GPS Units** - The State 4-H Office has a total of 30 GPS units that can be checked out in groups of 10. GPS units are a great “learn by doing” resource.

# OTHER GREAT 4-H RESOURCES

## Utah 4-H Afterschool

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**WEB SITE RESOURCE LIBRARY:** The Utah4-H.org Web site has a large resource library containing a wide array of resources available to help you with your 4-H activities, projects, programs, clubs, and more. The library is continually updated with new materials. Visit us on the Web at <http://utah4h.org/html/resource-library> .

Activities/Games	Drawing, Painting, Sculpture	Plant Science
Aerospace	Earth, Water and Air	Plants
Afterschool Resources	Economics, Business & Marketing	Poultry and Birds
Ag in the Classroom	Electric	Public Speaking/Radio/TV
Alpacas and Llamas	Embryology/Poultry Science	Quilting
Animal Science	Engine/Tractor/Field	Rabbits/Cavies
Animals	Entomology and Bees	Range Science
Aquatic Science	Entrepreneurship	Recycling
Archive	Environmental Stewardship	Robotics
Arts and Crafts	Financial	Safety
Astronomy	First Aid/CPR, Home Nursing	Science/Technology Literacy
ATV Safety	Fitness and Sports	Service Learning
Beef	Flower Arranging	Sewing Construction
Bicycle Safety	Food and Nutrition	Sheep
Breads	Food Science	Shooting Sports
Cake Decorating	Foods Preparation	Soils and Soil Conservation
Career Exploration & Employability	Forestry	Spanish Materials
Cats	Gardens-Fruit/Vegetable	Staff & Volunteer Programming
Character Education	Global Education	Resources
Chemistry	Goats (dairy, hair, meat)	Swine
Child Development, Child Care, Baby-sitting	GPS	Technology and Engineering
Citizenship (local, state, national)	Health Rocks	Understanding Physical and Mental Limitations
Citizenship and Civic Education	Healthy Lifestyle Education	Values Clarification
Clothing and Textiles	Home Environment	Veterinary Science
Cloverbuds/Intro 4-H Projects	Horse/Pony	Volunteerism
Clowning/Mime	Inter-Generational Programming	Water
Club Information	Leadership Skills Development	Weather and Climate
Communication Arts	Leather Craft	Wildlife and Fisheries
Community Service	Mental and Emotional Health	Wood Carving/Engraving
Computer Technology	Modeling	Wood Science/Industrial
Consumer Education	Outdoor Adventure/Challenge	Writing/Poetry
Cultural Education	Outdoor Education	Youth and Adult Partnerships
Dairy Cattle	Personal Development	
Dogs	Pets, Small Lab Animals	
Drama/Theatre	Photography, Video	
	Physical Sciences	

# **APPENDIX 2**

## **LIGHTS, CAMERA, COOKING**

### **4-H FILM ACADEMY**



#### **Recipe Quick Reference:**

Trail Mix  
Orange Julius  
Peanut Butter and Jelly  
Turkey T Sandwich  
Swamp Cooler  
Mini Strawberry Short Cakes  
Hole In One  
Microwave Fudge  
Fruit/Veggie Monster & Dip  
Tuna Wrap

# RECIPES

## Utah 4-H Afterschool



### Trail Mix

#### INGREDIENTS:

- 2 C. of raisins (16 oz.)
- 2 C. of peanuts (16 oz.)
- 2 C. of natural almonds (16 oz.)
- 2 C. of roasted soy nuts (16 oz.)
- 2 C. of sunflower seeds (16 oz.)

#### DIRECTIONS:

1. Mix all ingredients together in a large bowl.
2. Measure approximately 1 C. trail mix into individual bags or containers.

NOTE: This recipe contains ingredients that could cause allergies.

Serves 10-12

### Orange Julius

#### INGREDIENTS:

- 6 oz. frozen orange juice concentrate
- 1 C. water
- 1 C. milk
- ½ C. sugar
- 1 tray of ice cubes (about 14-16 cubes)

#### DIRECTIONS:

Put all of the ingredients in a blender, crush ice, and blend well.

Serves 3-4



### Peanut Butter and Jelly

#### INGREDIENTS:

White or wheat bread  
Peanut butter  
Jelly

#### DIRECTIONS:

1. Get two slices of bread and spread peanut butter on one slice and jelly on the other.
2. Put them together and enjoy!

### Turkey T Sandwich

#### INGREDIENTS:

¼ lb. of sliced turkey  
Whole wheat bread  
Cream cheese  
Cranberry sauce  
Shelled walnuts

#### DIRECTIONS:

1. Lay out two slices of whole wheat bread. Fold a slice of turkey and put it on the bread with the round edge facing in. Do the same on the other slice of bread.
2. Spread cream cheese on one half and cranberry sauce on the other.
3. Lightly sprinkle walnuts on cream cheese and cranberry sauce and then close the sandwich.
4. Cut crusts off the bread and then cut the sandwiches into slices about an inch wide. Enjoy!



### Swamp Cooler

#### INGREDIENTS:

- 1 C. fresh spinach, loosely packed
- ½ C. fat-free vanilla yogurt
- ½ C. frozen berries
- ¾ C. milk
- 1 banana

#### DIRECTIONS:

1. Place spinach in blender first, then add yogurt, milk, banana, and frozen berries.
2. Blend until smooth.

### Mini Strawberry Shortcakes

#### INGREDIENTS:

- Fresh strawberries
- 1 can of whipped cream topping
- 1 package of graham crackers

#### DIRECTIONS:

1. Stem the strawberries.
2. Cut off the very bottom of the strawberries (just enough so that the strawberries can stand upright).
3. Fill the strawberries with whipped cream.
4. Put the graham crackers in a Ziploc bag and crush them into crumbs.
5. Sprinkle the graham cracker crumbs on the tops of the strawberries. Enjoy!



### Hole in One

#### INGREDIENTS:

- 1 piece of bread
- 1 egg
- 1 Tbsp. margarine or butter
- Pinch of salt

#### DIRECTIONS:

1. Butter both sides of the bread.
2. Cut a hole in the center of the bread.
3. Place it in a frying pan on low heat.
4. Crack the egg into a bowl and pour it into the hole in the bread.
5. Let egg cook until solid enough to flip. Flip it and continue cooking on the other side.
6. When egg is cooked all the way through, take the bread and egg out of the pan and salt to taste. Enjoy!

### Microwave Fudge

#### INGREDIENTS:

- 1 bag (12 oz.) semi-sweet chocolate chips
- 1 can (14 oz.) sweetened condensed milk
- 1 tsp. vanilla

#### DIRECTIONS:

1. In large microwave-safe bowl, combine condensed milk and chocolate chips.
2. Microwave on high 1½ to 1¾ minutes or until melted, stirring once.
3. Stir until smooth, add vanilla and stir well.
4. Pour into greased 9x9 inch pan.
5. Refrigerate until set. Makes 1 pound 9 oz.





### Fruit and Veggie Monster

#### INGREDIENTS:

Examples of fruits and vegetables to use:

Bananas	Potatoes
Pineapple	Carrots
Celery	Apples

Examples of accessories to use:

Raisins	Peanut butter
Cream cheese	Nuts

Other helpful items:

Toothpicks  
Plastic Knives



#### DIRECTIONS:

Get creative and design your own Fruit and Veggie Monster! Use toothpicks to attach pieces of vegetable together to achieve different looks! Be creative!

### Ranch Dip

#### INGREDIENTS:

1 (16 oz.) container of sour cream (low fat or fat free)  
1 Tbsp. white vinegar  
2 Tbsp. fresh parsley, minced  
2 Tbsp. fresh dill, minced  
2 Tbsp. grated onion (optional)  
Salt and pepper to taste

#### DIRECTIONS:

1. In a medium size bowl, combine all ingredients.
2. Pour into a serving bowl and serve with veggies.



### Fruit Dip

#### INGREDIENTS:

- 8 oz. low-fat vanilla yogurt
- 2 Tbsp. orange juice frozen concentrate, thawed
- 1 Tbsp. lime juice
- ½ Tbsp. brown sugar

#### DIRECTIONS:

1. In a small bowl, combine yogurt, orange juice concentrate, lime juice, and brown sugar.
2. Mix well.

### Tuna Wrap

#### INGREDIENTS:

- 1 whole wheat tortilla wrap
- 1 can of tuna in water
- ¼ C. onion, chopped
- ¼ C. carrots, julienned
- ½ C. low-fat mayonnaise or Miracle Whip
- 1 Tbsp. spicy mustard

#### DIRECTIONS:

1. Place tuna in a small mixing bowl.
2. Combine mayonnaise and mustard with tuna and mix until blended.
3. Add onion and carrots and mix well.
4. Place wrap on flat surface and spoon tuna mixture onto the center of the wrap.
5. Fold one end of wrap in; fold over opposite end. Enjoy!



### **TOTE SUPPLIES:**

- Curriculum handbook
- Dry measuring cups
- Liquid measuring cups
- Measuring spoons
- Cutting board
- Serving spoon
- Rubber spatula
- Three knives
- Blender
- 9x9-inch pan
- Large mixing bowl
- Microwave-safe bowls
- Spatula
- Mixing spoon
- Laptop/computer
- Flip camera
- USB cable
- 4-H Filmmaking DVD