FOR SUMMER 2020

NAME: ____________________________________________

AGE (as of January 1 of the current year): ____________________________

COUNTY: ________________________________________________

CLUB NAME: ____________________________________________

ADVISOR: ______________________________________________

WEBSITE: www.midohiofoodbank.org/pantrypanic
ACKNOWLEDGMENTS

Provided in partnership with Mid-Ohio Foodbank and Abbott.

AUTHOR

Amy Headings, PhD, RD, LD, Director of Nutrition, Mid-Ohio Foodbank

REVIEWERS

Jill Clark, PhD, John Glenn School of Public Affairs, The Ohio State University
Tessa Dufresne, Community Engagement VISTA, AmeriCorps, Mid-Ohio Foodbank
Bob Horton, PhD, Extension Specialist, Educational Design and Science Education, 4-H Youth Development, Ohio State University Extension
Brian Raison, PhD, County Extension Director, Community Development, Ohio State University Extension

PRODUCTION TEAM

Jenny Alberti, Senior Graphic Designer, Ibel Agency
Kim Wintringham, Technical Editor, College Communications, College of Food, Agricultural, and Environmental Sciences, The Ohio State University
Jane Wright, Curriculum Manager, 4-H Youth Development, Ohio State University Extension
Susie Young, Assistant Editor, 4-H Youth Development, Ohio State University Extension

Copyright © 2014, The Ohio State University

Ohio State University Extension embraces human diversity and is committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. This statement is in accordance with United States Civil Rights Laws and the USDA.

Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension; and Gist Chair in Extension Education and Leadership.

For Deaf and Hard of Hearing, please contact Ohio State University Extension using your preferred communication (e-mail, relay services, or video relay services). Phone 1-800-750-0750 between 8 a.m. and 5 p.m. EST Monday through Friday. Inform the operator to dial 614-292-6181.

9/14—2M—P85788
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>NOTES TO THE PROJECT HELPER</td>
<td>2</td>
</tr>
<tr>
<td>MEMBER PROJECT GUIDE</td>
<td>4</td>
</tr>
<tr>
<td>ACTIVITY 1: WHOSE PLATE IS IT? IT’S MY PLATE!</td>
<td>9</td>
</tr>
<tr>
<td>ACTIVITY 2: SHELF SHAKEDOWN</td>
<td>14</td>
</tr>
<tr>
<td>ACTIVITY 3: PANTRY PANIC!</td>
<td>20</td>
</tr>
<tr>
<td>ACTIVITY 4: OH SNAP!</td>
<td>23</td>
</tr>
<tr>
<td>ACTIVITY 5: SOUPIN’ IT UP</td>
<td>29</td>
</tr>
<tr>
<td>ACTIVITY 6: CRAZY CASSEROLES</td>
<td>35</td>
</tr>
<tr>
<td>ACTIVITY 7: MISSION IMPOSSIBLE: THE MYSTERY BOX</td>
<td>41</td>
</tr>
<tr>
<td>BONUS! SET TO BE SOCIAL</td>
<td>44</td>
</tr>
<tr>
<td>SOURCES</td>
<td>46</td>
</tr>
<tr>
<td>GLOSSARY</td>
<td>47</td>
</tr>
<tr>
<td>ANSWER KEY</td>
<td>47</td>
</tr>
<tr>
<td>SUMMARY OF LEARNING OUTCOMES</td>
<td>48</td>
</tr>
</tbody>
</table>
Pantry Panic was developed in partnership with the Mid-Ohio Foodbank. This advanced-level food and nutrition project focuses on the creativity and skills needed for meal planning, shopping, and food preparation on a very limited budget while understanding the challenges faced when receiving food from food pantries and other emergency food resources. This project, which includes seven activities, can easily be completed in one year.

NOTES TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member’s life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member’s life skills and knowledge of cooking, nutrition, and awareness of hunger in their own communities.

YOUR ROLE AS PROJECT HELPER

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity to value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

For more information on the Eight Key Elements, please refer to the Advisors Handbook available online at www.ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

• Guide the youth and provide support in setting goals and completing this project.
• Encourage the youth to apply knowledge from this project book.
• Serve as a resource person.
• Encourage the youth to go beyond the scope of this 4-H project book to learn more about meal planning, cooking, nutrition, and hunger awareness.
WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded on the accompanying pages. Youth then take the opportunity to (2) share what they did with their project helper, (3) process the experience through a series of questions that allow the learner to (4) generalize and (5) apply the new knowledge and skill.

WHAT YOU CAN DO

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 48 for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by starting the Member Project Guide.
- After each activity, briefly talk with the learner so she or he has an opportunity to share results and answers to the review questions. This important step improves understanding from an experiential learning perspective. Help the learner focus on the project and life skills being addressed.
- Help the learner celebrate what was done well and see what could have been done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial activities as they are completed.

Reprinted with permission of John Wiley & Sons, Inc.
Welcome to *Pantry Panic*. We hope you have fun while learning how to prepare meals from ingredients you have on hand or might receive from a food pantry. We also hope you have a greater awareness of hunger in your community after completing this project. This project is designed for members with advanced-level cooking skills.

*Pantry Panic* uses many different websites. Links to these websites can be found on the *Pantry Panic* homepage at [www.midohiofoodbank.org/pantrypanic](http://www.midohiofoodbank.org/pantrypanic).

As you complete this book, you will learn:

- How to design meals based on MyPlate recommendations.
- How to make a household food inventory for efficient grocery shopping and budgeting.
- How to source food from a food pantry and understand life circumstances that contribute to food pantry use.
- How to plan a shopping list for additional foods not received from a food pantry.
- How to select ingredients from a food pantry for soup preparation.
- How to use limited ingredients to create a casserole.
- How to select from ingredients in a “mystery box” and ingredients purchased from Supplemental Nutrition Assistance Program (SNAP) benefits to create a *Pantry Panic* meal.

Check your county’s project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

**PROJECT GUIDELINES**

**Step 1:** Complete all seven activities.

**Step 2:** Take part in at least two learning experiences.

**Step 3:** Become involved in at least two leadership/citizenship activities.

**Step 4:** Write a project summary and take part in a project review.

**STEP 1: PROJECT ACTIVITIES**

Complete all seven activities. Each activity can be completed in less than one hour, not including cooking or volunteer time. The Next Steps activities are optional. When you finish an activity, review your work with your project helper. Then, ask your project helper to initial and date your accomplishment.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE COMPLETED</th>
<th>PROJECT HELPER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WHOSE PLATE IS IT? IT’S MYPLATE!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SHELF SHAKEDOWN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PANTRY PANIC!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. OH SNAP!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SOUPIN’ IT UP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. CRAZY CASSEROLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. MISSION IMPOSSIBLE: THE MYSTERY BOX</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BONUS! SET TO BE SOCIAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SUMMER 2020**

**STEP 2: LEARNING EXPERIENCES**

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What can you do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to food, cooking, nutrition, or hunger.
- Go on a nutrition-, cooking-, or hunger-related field trip or tour.
- Help organize a club meeting based on this project.
- Host a cooking demonstration and tasting to help community members understand how to prepare a meal using foods you might receive at a food pantry.
- Host a “budget grocery shopping” demonstration.
- Host a “most creative recipe” competition.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. You may add to or change these activities at any time. Ask your project helper to date and initial in the appropriate spaces below.

<table>
<thead>
<tr>
<th>PLAN TO DO</th>
<th>WHAT I DID</th>
<th>DATE COMPLETED</th>
<th>PROJECT HELPER INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>Explained to club members three different ways to prepare beets.</td>
<td>5/5/YR</td>
<td>A.H.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Leadership/Citizenship Activities

Activities in this section are intended to help you develop skills in leadership/citizenship. Choose at least two leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about meal planning according to MyPlate.
- Teach someone about the meaning of hunger and food insecurity.
- Volunteer in a local food pantry.
- Host a food drive to help alleviate hunger in your community.
- Help another member prepare for his or her project judging.
- Encourage someone to enroll in Pantry Panic.
- Arrange for a club speaker to talk about nutrition, cooking, or hunger.
- Plan your own leadership/citizenship activity.

<table>
<thead>
<tr>
<th>Plan to Do</th>
<th>What I Did</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Drive</td>
<td>Organized food drive with other community organizations</td>
<td>5/12/YR</td>
<td>A.H.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STEP 4: PROJECT REVIEW**

Completing a project review helps you assess your personal growth and evaluate what you have learned.

Use this space to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.

Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county’s project judging.
Taylor lives at home with a brother and a mom. Taylor’s mom, like many other parents, works really hard. She has a job during the day at the auto factory, and then works a few shifts in the evenings waiting tables at the diner in town. They have never had a lot of money, but there always seems to be enough to pay the bills and do a few fun things during the year. Earlier this year, Taylor’s uncle lost his job at the mail sorting company after the company relocated to another state. He hasn’t been able to find a new job, so last week he and Taylor’s grandma moved in with Taylor’s family because he can no longer pay his bills.

MONEY WAS PRETTY TIGHT BEFORE, BUT NOW IT IS A BIGGER PROBLEM. Taylor asked if there was a way to help out now that they have five people in their household instead of just three. Taylor’s mom said that planning and cooking a few meals each week would help A LOT!

Taylor has never done anything like this before. Come along with Taylor and learn the ins and outs of planning meals, learning some basic cooking skills, and exploring alternative food sources for families like Taylor’s—it should be fun and challenging too!

ARE YOU UP FOR THE CHALLENGE?
**ACTIVITY 1**

**WHOSE PLATE IS IT? IT’S MYPLATE!**

**PRELIMINARIES**

Planning is one skill that Taylor has discovered helps in being successful at many different things. For example, Taylor plans to study a little each night to avoid cramming for an exam at the last minute. It makes sense that taking a little time to plan meals helps Taylor eat a balanced diet and budget money wisely. MyPlate is a tool that helps Taylor plan balanced family meals.

MyPlate was introduced in 2011 when it replaced MyPyramid. MyPlate helps people understand how much we should eat from every food group at each meal to have a balanced diet. Sometimes we get very busy and forget to eat a balanced diet. To make healthful food choices, it helps to have a PLAN—Preliminaries, Labor, Assessment, and Next Steps. Planning takes a little time. What does your PLAN look like?

Families who eat more meals at home often have healthier body weights.\(^1\) Eating meals at home takes a PLAN and every activity in Pantry Panic has a PLAN:

- **Preliminaries**
  - what you need to understand before you get started

- **Labor**
  - what you need to do to accomplish the task

- **Assessment**
  - what you thought about the task

- **Next Steps**
  - additional tips for success

**LABOR**

On the Pantry Panic homepage, go to Activity 1, Website 1 to design three tasty meals. Remember, each meal must have at least one food item to fill each section of MyPlate. Print out or make a copy of the meals you planned and attach it to this page.

Find all Pantry Panic links at [www.midohiofoodbank.org/pantrypanic](http://www.midohiofoodbank.org/pantrypanic).
DOES PLATE SIZE MAKE A DIFFERENCE?
For an interesting experiment, use large and small plates at mealtimes and see if it makes a difference in how much you and other family members serve themselves. Make plate size and portions a topic of conversation and see what everyone thinks.

ASSESSMENT

SHARE
What are two benefits of making a meal plan? What are two drawbacks to making a meal plan?

BENEFIT 1

BENEFIT 2

DRAWBACK 1

DRAWBACK 2

REFLECT
Consider the benefits and drawbacks you listed above. Do the benefits outweigh the drawbacks? Why or why not?

GENERALIZE
Once you have a plan, what other things do you need to do to make it a success?

APPLY
How does MyPlate help you plan your meals?

IT’S ALIVE, BUT SHOULDN’T BE!
FIGHT BAC®!

Before making any of the recipes in this book, please go to Activity 1, Website 2 for a video on preparing food safely.

Top Tips for Safe Food ∗
CLEAN. Wash hands and surfaces often.
SEPARATE. Don’t cross contaminate.
COOK. The right temperature matters.
CHILL. Refrigerate promptly.
Good nutrition does not happen by accident. Many people experience “pantry panic” every day when trying to figure out what to eat for a meal. By understanding the basics of MyPlate, you will see there are A LOT of different ways to mix and match the foods you have on hand to get all the nutrients you need each day.2

Keep these tips in mind from ChooseMyPlate.gov’s “Build a Healthy Meal” fact sheet:

1. **MAKE HALF YOUR PLATE VEGGIES AND FRUITS.** Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark green vegetables such as tomatoes, sweet potatoes, and broccoli.

2. **ADD LEAN PROTEIN.** Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.

3. **INCLUDE WHOLE GRAINS.** Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

4. **DON’T FORGET THE DAIRY.** Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.

5. **AVOID EXTRA FAT.** Using heavy gravies or sauces adds fat and calories to otherwise healthful foods. For example, steamed broccoli is a smart choice, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat Parmesan cheese or a squeeze of lemon.

6. **USE A SMALLER PLATE.** Use a smaller plate at meals to help with portion control. In doing so you can finish your entire plate and feel satisfied without overeating.

7. **TAKE CONTROL OF YOUR FOOD.** Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthful options such as baked instead of fried.

---

**DID YOU KNOW?**

**SWITCHING FROM A 12-INCH PLATE TO A 10-INCH PLATE AT SUPPER RESULTS IN 22 PERCENT FEWER CALORIES CONSUMED.**

For a supper of 800 calories, that’s a savings of 176 calories, or 64,240 calories a year! If one pound of body fat has 3,500 calories, how many pounds could someone potentially lose?

---

To learn more about what YOUR plate should look like, check out Activity 1, Website 3.
RECIPE  AWESOME OATMEAL MIX

INGREDIENTS

- 6 cups quick cooking oats
- 1 ½ cups nonfat dry milk powder
- 1 cup dried fruit (raisins, for example)
- ¼ cup sugar

- ¼ cup water

- 1 tablespoon packed brown sugar
- 1 teaspoon ground cinnamon
- ¼ teaspoon ground cloves (optional)
- 1 teaspoon salt

ADDITIONAL INGREDIENT (for each serving)

- ½ cup water

DIRECTIONS

1. In a large bowl, combine the first 8 ingredients. Store in an airtight container in a cool, dry place for up to 6 months. Makes 8 cups.

2. To prepare oatmeal: shake mix well. In a saucepan, bring ½ cup water to a boil; slowly stir in ½ cup mix. Cook and stir over medium heat for 1 minute. Remove from the heat. Cover and let stand for 1 minute or until oatmeal reaches desired consistency.

MICROWAVE DIRECTIONS

1. Mix ½ cup mix and ½ cup water in a microwave-safe bowl. Microwave 1 minute on high.

2. Remove from microwave and stir. Let stand for 1 minute or until oatmeal reaches desired consistency.

Whew, now everyone in Taylor’s household can have something for breakfast this week!

Nutrition Facts

Serving size: ½ cup dry
Servings Per Recipe: 16

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>%Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>175</td>
</tr>
<tr>
<td>Fat</td>
<td>2g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fats</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>1mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>103mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>32g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>4g</td>
</tr>
<tr>
<td>Sugars</td>
<td>9g</td>
</tr>
<tr>
<td>Protein</td>
<td>7g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>2%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>1%</td>
</tr>
<tr>
<td>Calcium</td>
<td>7%</td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Calories per gram:
- Fat 9
- Carbohydrate 4
- Protein 4
RECIPE NOTES

Be as specific as possible when answering the questions below.

1. Did this recipe turn out as you expected?  **YES**  **NO**

2. If you didn’t have one of the ingredients, could you use something else? Give two examples.

3. How does this recipe fit into your meal plan?

4. What other foods would you need to add in order to meet all the food groups on MyPlate?
Preliminaries

By the time Taylor gets home from school, it has been quite a while since lunch. Taylor is usually pretty hungry and wants to get a snack immediately after arriving home. Is that what you do too? Mark an X by the first thing you usually do when you get home from school or work.

_____ DO HOMEWORK   _____ EAT A SNACK
_____ WATCH TV       _____ EXERCISE
_____ DO CHORES       _____ SOMETHING ELSE (EXPLAIN)

If you like to eat a snack as soon as you get home, it sure helps when something is available. The same is true about preparing meals. When Taylor makes meal plans, it is important to use items that are already purchased and available in the cupboards and refrigerator.

Taylor makes a household inventory of the foods in the kitchen to plan meals. Now, let’s take a closer look at the food you have in your home by doing a “shelf shakedown.” Knowing what you have in your fridge, freezer, and cupboards gives you a good idea of what you can make for the week. It also helps you know what to put on your grocery list.

**ACTIVITY**

**SHELF SHAKEDOWN**

**DID YOU KNOW?**

EMPTY CALORIES CONTRIBUTE TO 40 PERCENT OF DAILY CALORIES for children and teens up through age 18! Choose fruits and vegetables to make the most of your snacks!
Complete your own shelf shakedown and list ten items from each food group you have in your home. If you don’t have ten items, list as many as possible.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
<th>GRAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAIRY</th>
<th>PROTEIN FOODS</th>
<th>FATS &amp; OILS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at your shelf shakedown list.

Can items from the same food category substitute for each other in recipes? Next time you prepare a meal, make a substitution. Did it work? Share your experience with your family.

Assessment

Share

Did making a list of the different foods you have make you feel more or less prepared to make a meal? Why?

Reflect

How does food get into your home? Name at least three ways.

Generalize

What is the message behind MyPlate and the food groups? Why doesn’t a candy bar, for example, have a group?

Apply

If you ran out of money to buy food, what are at least two ways you might be able to get food?
BACKGROUND

Taylor’s family usually gets food from the grocery store and from a few vegetable plants grown in their backyard garden. Most people get the food they eat from grocery stores, farmers markets, gardens, or convenience stores, or by raising animals for eggs, milk, or meat. When Taylor went shopping at the grocery store this week, there was not enough money to buy all the things needed for the meals planned for their household that week. It was a bit embarrassing.

When someone can’t get enough safe food to eat, they are **food insecure**. Taylor’s family and many other families in the United States and around the world experience food insecurity on a regular basis. In the United States, over 14 percent of people were food insecure in 2010. That’s more than 1 in every 10 people! Food insecurity affects many kinds of people—people from all races, people who own their houses, people who went to college, and even people who have regular jobs. You can’t tell that someone is food insecure just by looking at them.

Not having access to nutritious food is a problem, too. The calories from **solid fats** and **added sugars** in a food are often called **empty calories**. Empty calories may fill you up for a little while, but they do not contribute to your overall health. Learning more about solid fats and added sugars can help you make better food and drink choices.

- Solid fats are fats that are solid at room temperature, like butter, beef fat, and shortening. Some solid fats are found naturally in foods. They can also be added when foods are processed by food companies or when they are prepared.

- Added sugars are sugars and syrups that are added when foods or beverages are processed or prepared.

A small amount of empty calories is okay, but most people eat far more than is healthful. Are there foods with empty calories on your shelf shakedown list? Which healthier foods could you choose instead?

**VOCABULARY**

Words in **BROWN** throughout this book are defined in the Glossary on page 47.
Knowing how to use a knife is another important cooking skill. Take a few minutes to watch this video about how to safely use a knife to slice, chop, and mince at Activity 2, Website 1. Now, let’s practice these skills to make some crazy good coleslaw!

**RECIPE CRAZY GOOD COLESLAW**

**INGREDIENTS**

- 3 tablespoons cider vinegar OR white vinegar
- 2 tablespoons sugar
- 2 tablespoons oil
- ½ teaspoon celery OR caraway seeds (optional)
- ¼ teaspoon dry mustard
- OR 1 teaspoon prepared yellow mustard
- ¼ teaspoon salt
- ⅛ teaspoon black pepper
- 4 cups (total) thinly sliced green AND/OR red cabbage
- 2 medium carrots thinly sliced
- 2 green onions thinly sliced OR ¼ cup white onion thinly sliced

**DIRECTIONS**

1. For vinaigrette, in a screw-top jar, combine vinegar, sugar, oil, celery or caraway seeds (if desired), mustard, salt, and pepper. Cover and shake well.

2. In a large bowl, combine cabbage, carrots, and onions. Pour vinaigrette over cabbage mixture. Toss lightly to coat. Cover and chill 2 to 24 hours.

---

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving size: ¾ cup (88g)</th>
<th>Servings Per Recipe: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td>%Daily Value*</td>
</tr>
<tr>
<td>Calories</td>
<td>79</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>41</td>
</tr>
<tr>
<td>Total Fat</td>
<td>5g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fats</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>123mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>9g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
</tr>
<tr>
<td>Calcium</td>
<td>3%</td>
</tr>
<tr>
<td>Iron</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Calories per gram:
- Fat: 9
- Carbohydrate: 4
- Protein: 4

---

Adapted from Better Homes and Gardens, www.bhg.com

**RESOURCE**

Planning is critical to avoiding pantry panic. Check out Activity 2, Website 2 to see how you can save money and still eat a healthful diet.
RECIPE NOTES

Be as specific as possible when answering the questions below.

1. Did this recipe turn out as you expected?  **YES** **NO**

2. If you didn’t have one of the ingredients, could you use something else?  Give two examples.

3. How does this recipe fit into your meal plan?

4. What other foods would you need to add in order to meet all the food groups on MyPlate?
Preliminaries

Taylor has discovered it takes a lot of money to pay for the things they need in order to live each day—shelter, clothing, and . . . food! Taylor’s mom works very hard, but like many families in the United States and around the world, sometimes there isn’t enough money to pay for food. Food just doesn’t appear out of thin air. Taylor began to panic a little!

Labor

How do you think Taylor can get more food? List two ways.

1. 
2. 

Food pantries are one place where Taylor could get more food for the household.

Food pantries are often run by faith-based or other charitable community organizations. Food pantries provide food to eligible people for free, based on the amount of money they make and how many people live in their household. Food pantries where people can “shop” for food are called **choice pantries**. Food pantries where people receive a box of food that is already packed are called **traditional pantries**. There are many factors that influence whether a food pantry is a choice or traditional pantry, including the number of volunteers, the amount of space available at the pantry, and the number of people visiting the pantry.

If you had to visit a food pantry, would you know where to go? Find out if there is a food pantry in your county. If so, write the name of the contact person, the address, and phone number of the pantry below. Your local Community Action Agency is a good resource for locating food pantries.

**Name of contact person**

**Address**

**Phone number**

Volunteering is a great way to help people and learn more about your community. Schedule a time to volunteer in your local food pantry. While you are there, find the answers to the questions on the next page.
1. Sometimes people come to a food pantry because they’ve lost their jobs. What might be some other reasons people visit?

2. Is there anything that might prevent someone from visiting the food pantry? List at least three things.

3. Generally speaking, food pantries provide foods that have to be prepared. In addition to the food itself, what other things are needed?

ASSessment

SHARE
Did you have any assumptions about people who visit a food pantry that were not true? What were your assumptions?

REFLECT
Do you think food pantry visitors have fewer nutritious food choices? Why or why not?

GENERALIZE
How can visiting a food pantry help someone make more nutritious food choices?

APPLY
Go back to the three meals you created in Activity 1. Could you substitute some of the foods in your meal plan with foods you saw in the pantry? Which foods could you substitute?
Background

Do you ever wonder where a food pantry gets its food? Food pantries often receive some of their food from a food bank. A food bank is a nonprofit organization that receives large donations of food, mostly from farmers, food manufacturers, and grocery stores. A food bank then distributes this food to many different food pantries.

Food pantries also rely on people in their communities to donate food through food drives. A food drive is an event that is organized by a group of people in the community to collect food for a food pantry. To host a food drive, follow these steps for success:

1. Contact your local food pantry to see which food items are most needed.
2. Decide how long to host the food drive. Will it be one day or several days?
3. Decide how to collect your donated food. Sturdy boxes work well for many food drives.
4. Advertise your food drive. Keep enthusiasm high! Make posters, send e-mails, or advertise in other creative ways!
5. Drop off your donated food at your local food pantry. They will be very grateful!

Did you know?

Foods can be used after the “Best if Used By” or “Best Before” date on canned foods. After this date, the food might not appear as fresh, but it is still safe! This date is used to determine peak quality, not safety. When stored in a cool, clean, dry place, high-acid foods like tomatoes, grapefruit, and pineapple have a shelf life of 12 to 18 months. Low-acid foods like meat, poultry, fish, and most vegetables have a shelf life of 2 to 5 years.

Figuring out how to pay for food is only the beginning. Every food shopper has to ask these basic questions about transportation:

• Can you drive?
• Do I have access to a functional car?
• Do I have access to public transportation?
• How much food can I carry using public transportation?

It takes many skills and resources to put meals on the table!

Do you ever wonder what it is like to live in poverty? Go to Activity 3, Website 1 to see if you can make it to the end of the month before you run out of money. Can you make it to the end of the month? What kind of foods do you have to choose? How could these food choices impact your overall health?

To visit a food bank near you, go to Activity 3, Website 2 for contact information.
Preliminaries

Taylor was able to visit a food pantry to get many of the foods needed for family meals. There are a few other foods that would help make the meals tasty, but Taylor needs a little help getting them. To purchase these foods, Taylor is planning to use some of the benefits from SNAP, the Supplemental Nutrition Assistance Program. SNAP is a program that provides financial help to qualified people who do not have enough money to pay for the food they need for their household each month. The average amount of assistance a household receives changes each year to keep pace with food prices. Take a look to see how much assistance you would receive for one week if you needed SNAP benefits (use the most recent year) on Activity 4, Website 1:

Snap benefits for one person for one month:

$ __________

Snap benefits for one week (divide amount at left by 4):

$ __________

Labor

Many people spend the benefits they receive from SNAP right away, then have to visit a food pantry once the benefits have run out. Taylor decided to visit a food pantry first, and then use SNAP benefits to buy the extra foods needed for their household meals.

What is the advantage of visiting a food pantry BEFORE using SNAP benefits?

LEARNING OUTCOMES

Project skill: Making a shopping list for additional foods not received from food pantry

Life skill: Working with numbers

Educational standard: Ohio FCS Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends

Success indicator: Creates shopping list for foods on average weekly SNAP benefit budget

SUMMER 2020
To make SNAP benefits last longer, it’s better to visit a food pantry while you have SNAP benefits. That way, you can use both resources more effectively. SNAP benefits can be used to supplement the pantry. Go back to the meals you planned in Activity 1. What other foods would you need to buy in order to prepare these meals? Don’t forget about kitchen staples like oil and seasonings.

Make a list of the items you need to buy below, then take a field trip to the store or find local prices online. How much do these foods cost from your local grocery store?
**Assessment**

**Share**
If you had to purchase these additional foods, could you do it with the weekly amount of money you calculated in the activity on page 23? **Yes**  **No**
If not, what could you do differently to meet your budget?

**Reflect**
How does creating a plan, taking a food inventory, and making a shopping list help with your food budget?

**Generalize**
If you were able to use SNAP benefits and, as a result, had some extra money at the end of the month, what could you do with that extra money to make it grow?

**Apply**
What have you learned about your food shopping habits as a result of this activity?

---

**The Unit Price Helps Us Understand How Much a Package of Food Costs**

**Unit Price** is calculated by dividing the cost of the product by the number of units. Check out **Activity 4, Website 2** to understand how to calculate unit prices. Unit prices are often posted right on the price tag at grocery stores. Look carefully the next time you go to the grocery store—the better deal can be found by using unit prices! How can comparing unit prices help you stay within your weekly budget?
Many people think fruits and vegetables are too expensive to eat as often as we should. However, Taylor discovered that there are a lot of ways to get fruits and vegetables even with a limited budget. Fresh fruits and vegetables taste great and also help meet your daily nutritional requirements. Who can resist the taste of a perfectly ripe, fresh peach? You can stretch your fresh fruit and vegetable budget pretty far by buying produce that is in season.

Frozen fruits and vegetables are also a great way to meet your daily fruit and vegetable needs while shopping on a budget. Frozen fruits and vegetables are processed at their peak of freshness and retain many of their nutrients if stored at well-controlled temperatures.\(^8,9\)

Canned fruits and vegetables are an easy way to meet your needs all year round. Although they sometimes get a bad rap for having too much sodium or too much sugar, you can look for lower sodium versions or fruit canned in juice or light syrup. In fact, a \textbf{phytochemical} in tomatoes called \textbf{lycopene} is found at higher levels in processed tomatoes (like tomato paste) than fresh tomatoes!\(^9\)

Here is a list of fruits and vegetables that are common during the different seasons in the United States.\(^{10}\)

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus</td>
<td>Corn</td>
<td>Broccoli</td>
<td>Apples</td>
</tr>
<tr>
<td>Butter lettuce</td>
<td>Eggplant</td>
<td>Brussels sprouts</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Collard greens</td>
<td>Green beans</td>
<td>Kale</td>
<td>Carrots</td>
</tr>
<tr>
<td>Peas</td>
<td>Peaches</td>
<td>Swiss chard</td>
<td>Clementines</td>
</tr>
<tr>
<td>Rhubarb</td>
<td>Peppers</td>
<td>Turnips</td>
<td>Onions</td>
</tr>
<tr>
<td>Spinach</td>
<td>Sugar snap peas</td>
<td>Winter squash (like butternut)</td>
<td>Potatoes</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Tomatoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check out \textbf{Activity 4, Website 3} for more information on seasonal vegetables.

Planting a small vegetable garden is also an easy way to have access to many different vegetables during the spring, summer, and fall. And, seeds and plants that produce food for the household can be purchased with SNAP benefits. \textbf{Activity 4, Website 4} has easy instructions for growing vegetables in just about any kind of container you have available!

\textbf{DID YOU KNOW?}

\textbf{FOOD PANTRIES OFTEN DISTRIBUTE FRESH PRODUCE.} If you have extra produce from your summertime garden, you can donate it to your local food pantry and help improve the health of your community!
**KITCHEN KNOW-HOW**

Taylor spent a lot of time practicing knife skills by chopping vegetables. Similar to chopping vegetables, learning to slice meat is also an important kitchen skill. Slicing meat uses many of the same knife skills from Activity 2. Take a few minutes to watch this video showing how to easily cut up a piece of meat: *Activity 4, Website 5.*

Sautéing is an easy way to cook a lot of different foods, especially vegetables and meat. Go to *Activity 4, Website 6* and learn how to sauté meat and fish.

Sometimes food pantries have limited options of available ingredients—one week, you might have only cabbage, onions, and carrots, while the next week you might have beets, sweet potatoes, and turnips. No matter what’s available, you can still create a tasty meal with a little creativity! This is your chance to eliminate pantry panic at mealtime. To show how easy it is to make a stir-fry with what you have on hand, use the following *Pantry Panic* stir-fry chart to create a meal with what might be available at a food pantry.

### RECIPE BASIC STIR-FRY

#### INGREDIENTS

<table>
<thead>
<tr>
<th>VEGETABLES</th>
<th>PROTEIN FOODS</th>
<th>SAUCE</th>
<th>SEASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 4 cups, chopped</td>
<td>1 pound, sliced</td>
<td>½ cup sauce PLUS ½ cup water</td>
<td>To taste</td>
</tr>
</tbody>
</table>

- Broccoli
- Cabbage
- Carrots
- Cauliflower
- Onions
- Peppers
- Spinach or other greens
- Tomatoes
- Beef
- Canned beans
- Chicken
- Eggs
- Fish
- Pork
- French salad dressing
- Honey mustard salad dressing
- Italian salad dressing
- Soy sauce
- Sweet and sour salad dressing
- Teriyaki sauce
- Garlic
- Pepper
- Salt

#### DIRECTIONS

1. Before you begin, cut all vegetables and meats into pieces that are approximately the same size. Once you begin stir-frying, it goes very quickly!

2. In a large skillet, heat 2 to 3 tablespoons of oil on medium-high heat. Be sure the oil covers the bottom of the skillet.

3. Add meat/protein food and cook 2 to 3 minutes or until desired doneness, stirring constantly. Remove from skillet and put in a bowl.

4. Add vegetables and 1 tablespoon of oil to skillet. Cook 4 to 5 minutes or until vegetables are just crisp-tender, stirring constantly.

5. Return meat to skillet and add desired sauce, water, and seasonings. Stir to combine; heat through.

# My Pantry Panic Stir-Fry

Write the ingredients you chose for your stir-fry in this table.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Protein Foods</th>
<th>Sauce</th>
<th>Seasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Recipe Notes

Be as specific as possible when answering the questions below.

1. Did this recipe turn out as you expected?  **Yes**  **No**

2. If you didn’t have one of the ingredients, could you use something else? Give two examples.

3. How does this recipe fit into your meal plan?

4. What other foods would you need to add in order to meet all the food groups on MyPlate?

When you feel stumped on how to use the foods you have on hand for dinner, try using a recipe generator! Online recipe generators take the ingredients you have on hand and provide recipes that use them. Take a few minutes to try it! Then visit *Activity 4, Website 7* for suggestions.
Preliminaries

The meals Taylor made this week have been very helpful for the family. The planning and preparation of these meals are skills that will be used throughout life. This week, Taylor's grandma unexpectedly had to visit the doctor, so they had to use some of their money to pay for her visit and her medications. A few months ago, Taylor would have been more worried about where they were going to get their food and what to do with it, but now Taylor has many of the skills needed to avoid pantry panic.

Since Taylor's grandma had to go to the doctor this week, they didn't have enough money to pay for both her medications and for food. Thankfully, there is a soup kitchen in their town. Soup kitchens are places in communities where people can go and get a meal for free. They are often run by churches or other charitable groups in a community.

Soup kitchens often need volunteers to help prepare and serve meals. Giving time back to your community can be very rewarding. Take a look at Activity 5, Website 1 to see what motivates this teen to volunteer.

What are two ways you can volunteer in your own community to fight hunger? Be specific.

1. 

2. 

Labor

In the late 2000s, the United States and many countries all over the world experienced a recession, or general slowdown in the economy. Many people ended up in situations just like Taylor's family and had to visit soup kitchens and food pantries because they didn't have enough money to pay their bills and pay for food.

During this economic recession, the Salvation Army hosted the Soup Kitchen Challenge to see who could create the tastiest soup. Check out their kickoff soup creation at Activity 5, Website 2.

The Soup Kitchen Challenge used a lot of the skills you have learned so far, including chopping and sautéing vegetables. Other skills have to do with moist cooking methods, including blanching, boiling, simmering, and steaming. You can cook almost any food using these methods.
To learn how to blanch, boil, and simmer, see Activity 5, Website 3. Take a look at Activity 5, Website 4 to see how to steam food.

Remember, some nutrients are lost in the cooking water when boiling or simmering vegetables. But, by making soup and eating the broth, you can get many of these nutrients that otherwise would have gone down the drain!

**ASSESSMENT**

**SHARE**

Have you used these cooking methods before? Describe your experience.

---

**REFLECT**

If you were in a situation where you had a limited amount of money to buy other ingredients, how could making soup help you meet your budget?

---

**GENERALIZE**

Soup kitchens and food pantries often have only limited access to ingredients. How can the skills you learned in this activity (boiling, blanching, simmering, and steaming) play a role in making a meal, even if you have limited ingredients?

---

**APPLY**

Which food groups from MyPlate can soup meet?

---

**DID YOU KNOW?**

**BOILING IS THE KEY TECHNIQUE FOR COOKING RICE AND PASTA.**

Check out these videos to see how easy it is to cook rice and pasta the old school way!

How to Cook Rice: Activity 5, Website 5
How to Cook Pasta: Activity 5, Website 6
TO AVOID PANTRY PANIC, it really pays off to keep a few key foods in your cupboards and refrigerator. University of Wisconsin Extension recommends keeping these foods on hand.¹

Conveniently, most of these foods are available at food pantries! Compare this list to what is on hand at your home. If there are items you would find convenient to keep in stock, see if you can make that happen.

**IN THE FREEZER**
- Bread
- Frozen pizza
- Juice concentrates
- Meats, fish, chicken

**IN THE REFRIGERATOR**
- Carrots
- Celery
- Cheese
- Eggs
- Margarine or butter
- Milk

**IN THE CUPBOARD**
- Canned fruits
- Canned or dry beans
- Canned vegetables
- Cereals (hot and cold)
- Condensed soups
- Crackers
- Macaroni and cheese mix
- Potatoes
- Powdered milk
- Rice, noodles, or pasta
- Salt, pepper, spices
- Spaghetti sauce
- Sugar
- Tortillas
- Tuna
- Vegetable oil
- Vinegar

**LEARNING OUTCOMES**

*Project skill:* Selecting ingredients potentially available from a food pantry for soup preparation

*Life skill:* Practicing creativity

*Educational standard:* Ohio FCS Standard 1, Intermediate Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body

*Success indicator:* Compiles ingredients available from a food pantry to make a healthful soup

[SUMMER 2020]
BACKGROUND

In schools all over the United States, including Taylor’s school, some students get their lunches for a reduced price or sometimes even for free. These students receive free or reduced-price lunches through the National School Lunch Program.

The National School Lunch Program was established in 1946 to provide nutritionally balanced, low-cost, or free lunches to all eligible kids in school through age 18. Each lunch must meet nutrition standards based on the Dietary Guidelines for Americans, and include fruits, vegetables, whole grains foods, low-fat milk, and a protein food. For more information on the latest nutrient requirements of the National School Lunch Program, visit Activity 5, Website 7.

Eligible students must come from families with incomes at or below 130 percent of the federal poverty level to receive a free lunch. Students from families with incomes between 130 and 185 percent of the federal poverty level are eligible for a reduced-price lunch, which can cost no more than 40 cents.

Some kids might make fun of students who receive a free or reduced-priced lunch. But for some students, the lunch they receive at school might be the only meal they eat that day. Hunger is an invisible problem in America—you can’t tell someone is hungry just by looking at them. Every day, resources like food pantries, soup kitchens, and the National School Lunch Program help prevent people like Taylor from going hungry. If you know someone who is enrolled in the National School Lunch Program, remember that the meal they receive at school might be the last meal they eat until you see them the next day.

RECIPE BASIC SOUP

Let’s practice your new cooking skills you’ve learned so far and reduce pantry panic by making a Pantry Panic soup from ingredients you might receive from a food pantry. Which protein will you choose? Which vegetables will you choose? There are endless options, so be creative!

DIRECTIONS

1. Use the table on the next page to select ingredients.
2. Cut up vegetables and meat into bite-size pieces (enough for your liking).
3. Cook meat in 1 to 2 tablespoons of oil until brown; set aside. Sauté vegetables for 4 to 5 minutes.
4. Add broth or base, enough to fully cover vegetables and meats. Bring to a boil.
5. After boiling, turn down heat until soup is simmering.
6. Add the seasonings you like to taste.
7. Add any hard grains (like rice or barley).
8. Simmer for about 45 minutes, adding more broth or base as needed.
9. If adding pasta or noodles, add during last 15 minutes of cooking.
### INGREDIENTS

<table>
<thead>
<tr>
<th>VEGETABLES (Choose Unlimited)</th>
<th>PROTEIN FOODS (Choose One or Two)</th>
<th>BROTH OR BASE (Choose One)</th>
<th>SEASONING (Season to Taste)</th>
<th>GRAINS (Choose One or Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beets</td>
<td>Beans (canned or dry)</td>
<td>Broth from boiling meat or meat bones (beef, chicken, pork, fish)</td>
<td>Garlic</td>
<td>Barley</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Beef</td>
<td>Canned or frozen broth</td>
<td>Italian seasoning</td>
<td>Filled pasta (ravioli, tortellini)</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Chicken</td>
<td>Tomato juice, sauce, or puree</td>
<td>Pepper</td>
<td>Noodles (white or whole wheat)</td>
</tr>
<tr>
<td>Carrots</td>
<td>Dried meats</td>
<td></td>
<td>Salt</td>
<td>Pasta (white or whole wheat)</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Fish</td>
<td></td>
<td></td>
<td>Quinoa</td>
</tr>
<tr>
<td>Corn</td>
<td>Pork</td>
<td></td>
<td></td>
<td>Rice (white or brown)</td>
</tr>
<tr>
<td>Green beans</td>
<td>Sausage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parsnips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potatoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinach or other greens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet potatoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tomatoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter squash (butternut, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zucchini</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MY PANTRY PANIC SOUP

What did you select?

#### VEGETABLES

- Beets
- Broccoli
- Cabbage
- Carrots
- Cauliflower
- Corn
- Green beans
- Onions
- Parsnips
- Peas
- Potatoes
- Spinach or other greens
- Sweet potatoes
- Tomatoes
- Turnips
- Winter squash (butternut, etc.)
- Zucchini

#### PROTEIN FOODS

- Beans (canned or dry)
- Beef
- Chicken
- Dried meats
- Fish
- Pork
- Sausage

#### BROTH OR BASE

- Broth from boiling meat or meat bones (beef, chicken, pork, fish)
- Canned or frozen broth
- Tomato juice, sauce, or puree

#### SEASONING

- Garlic
- Italian seasoning
- Pepper
- Salt

#### GRAINS

- Barley
- Filled pasta (ravioli, tortellini)
- Noodles (white or whole wheat)
- Pasta (white or whole wheat)
- Quinoa
- Rice (white or brown)

---

**SUMMER 2020**

Pantry Panic | www.midohiofoodbank.org/pantrypanic
1. Did this recipe turn out as you expected?  **YES  NO**

2. If you didn't have one of the ingredients, could you use something else? Give two examples.

3. How does this recipe fit into your meal plan?

4. What other foods would you need to add in order to meet all the food groups on MyPlate?

If you or someone you know might be eligible to enroll in the National School Lunch Program, talk to a teacher or guidance counselor at your school for more information.

For more information about other resources for food, including the School Breakfast Program and low-cost or free summer meals, go to **Activity 5, Website 8**.
Preliminaries

On the way home today, Taylor’s uncle had an appointment at a different food pantry in town to get a little more food so Taylor could prepare a few more meals this week. Instead of personally choosing foods for their household, he received a box of food that had already been packed earlier in the week. He also received bread and fresh produce, which is GREAT to help meet the MyPlate goal of making half of our plates fruits and vegetables.

Labor

Receiving a “mystery food box” would have caused Taylor a bit of pantry panic in the past, but mastering easy cooking techniques and understanding that a recipe isn’t always needed for a healthful, tasty meal helps Taylor use all the foods provided in the box.

Take a look at the list of foods Taylor’s uncle received in the box from the food pantry and answer the questions that follow.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-pound bag apples</td>
<td>1-pound bag carrots</td>
</tr>
<tr>
<td>5-pound bag oranges</td>
<td>2-pound bag onions</td>
</tr>
<tr>
<td>2, 15 oz. cans peaches</td>
<td>1 head cabbage</td>
</tr>
<tr>
<td>2, 15 oz. cans mixed fruit</td>
<td>3, 15 oz. cans green beans</td>
</tr>
<tr>
<td>1-pound box pitted prunes</td>
<td>1, 28 oz. can diced tomatoes</td>
</tr>
<tr>
<td>48 fl. oz. 100% grape juice</td>
<td>5-pound bag potatoes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAINS</th>
<th>DAIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-pound box of spaghetti</td>
<td>1 gallon 1% milk</td>
</tr>
<tr>
<td>1-pound bag egg noodles</td>
<td>1-pound bag shredded Colby cheese</td>
</tr>
<tr>
<td>18 oz. box corn flakes</td>
<td>6 cups low-fat fruit yogurt</td>
</tr>
<tr>
<td>1-pound bag rice</td>
<td>2 cups low-fat plain yogurt</td>
</tr>
<tr>
<td>1 loaf 100% whole wheat bread</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROTEIN FOODS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pound ground hamburger</td>
<td>8 oz. tub margarine</td>
</tr>
<tr>
<td>2 pounds chicken leg quarters</td>
<td>1.75 oz. jar seasoned salt</td>
</tr>
<tr>
<td>2 cans tuna in water</td>
<td>1.75 oz. jar ground black pepper</td>
</tr>
<tr>
<td>18 oz. jar peanut butter</td>
<td>1 box dry onion soup mix</td>
</tr>
<tr>
<td>1 dozen eggs</td>
<td>2 cans cream of celery soup</td>
</tr>
</tbody>
</table>

|                               |                             |
|                               | 1 can tomato soup           |
|                               | 1 jar capers                |
Name at least two foods from the box that give you pantry panic.

What can you do to become more familiar with these foods?

Casseroles are one-pot meals that are easy to make with what you might get at a food pantry. Now that Taylor can measure, chop, sauté, and simmer foods, combining these skills to make a casserole for dinner is easy. Imagine you are Taylor and your uncle has just arrived home with the food listed on page 35. Which ingredients could you combine for a casserole (name at least one for each category):

<table>
<thead>
<tr>
<th>CATEGORY (AMOUNT NEEDED)</th>
<th>SPECIFIC INGREDIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables (1½ to 2 cups)</td>
<td></td>
</tr>
<tr>
<td>Grain or other starch,</td>
<td></td>
</tr>
<tr>
<td>like potatoes (1½ to 2 cups)</td>
<td></td>
</tr>
<tr>
<td>Protein Foods (1½ to 2 cups)</td>
<td></td>
</tr>
<tr>
<td>Seasoning</td>
<td></td>
</tr>
</tbody>
</table>

Now, to bring the casserole together, Taylor needs a sauce and maybe even a topping. A can of soup does nicely for sauce, and the mystery box includes a few. What do you see that might be used to make a crunchy topping?

**DID YOU KNOW?**

**CASSEROLES AS WE KNOW THEM TODAY HAVE BEEN POPULAR IN THE UNITED STATES FOR OVER 100 YEARS,** especially during tough economic times. Casseroles offered a way for people to stretch smaller amounts of expensive ingredients, such as meat, to feed their households while staying in their food budget.

**www.midohiofoodbank.org/pantrypanic**

**SUMMER 2020**
ASSESSMENT

SHARE
What surprised you about the food in the mystery box?

REFLECT
What is the hardest thing about making meals from a mystery box like the one on page 35?

GENERALIZE
Why are cooking skills important?

APPLY
Obviously, people sometimes have very limited choices about where their food comes from and what they eat. How does that make you feel about your food choices?

TASTEBUDS, BE BRAVE!

A lot of people have preconceived ideas about how healthful substitutions might taste. Many people think that because a food is lower fat or lower sodium it will taste really bad. However, many people haven’t tried these healthful options and base their opinion on what others have told them about these foods. When you base your opinion on what someone else has said, you are allowing them to make up your mind for you. Do you want to let others make up YOUR mind for YOU? Always try a new food several times before deciding if you like it or not.
Taylor used to think that all people who received food from a pantry made unhealthful food choices, and unfairly thought these people should make an extra effort to change bad eating habits. When you visit a food pantry, your food choices might be limited, but as you can see from the mystery box on page 35, it doesn’t mean they are not wholesome. Good nutrition is important for EVERYONE, regardless of whether you get your food from a food pantry or buy it from the grocery store. There are things that EVERYONE can do to make better choices.

No matter where your food comes from—a grocery store or a food pantry—you can select and prepare foods in healthful ways. You can easily raise the nutrition level of your meals by using more healthful ingredients, such as the substitutions listed below.

<table>
<thead>
<tr>
<th>CASSEROLE INGREDIENT</th>
<th>HEALTHFUL SUBSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular canned vegetables</td>
<td>Fresh or frozen vegetables, or low-sodium</td>
</tr>
<tr>
<td></td>
<td>canned vegetables</td>
</tr>
<tr>
<td>White pasta or noodles</td>
<td>Whole grain pasta or noodles</td>
</tr>
<tr>
<td>White rice</td>
<td>Brown rice, barley, or quinoa</td>
</tr>
<tr>
<td>Peeled potatoes</td>
<td>Potatoes with skin</td>
</tr>
<tr>
<td>Hamburger, full fat</td>
<td>Hamburger, drained or lean hamburger</td>
</tr>
<tr>
<td>Chicken, light and dark meat</td>
<td>Chicken, skin removed, light meat</td>
</tr>
<tr>
<td>Full fat cheese</td>
<td>2% milk cheese</td>
</tr>
<tr>
<td>Whole milk</td>
<td>1% or skim milk</td>
</tr>
<tr>
<td>Regular condensed soup</td>
<td>Low-sodium or low-fat condensed soup</td>
</tr>
<tr>
<td>Salt</td>
<td>Spices</td>
</tr>
</tbody>
</table>

Taylor tried some of these healthful substitutions and found out they actually tasted pretty good. Try some when you cook and see how easy it is to make some small, healthful changes!
RECIPE  Pantry Panic Casserole

Use your new cooking skills to make a casserole. Now, just as you would imagine Taylor doing, use your new cooking skills and resourcefulness to make a tasty casserole. Let the suggestions below spark your own ideas for making substitutions and adding personal touches.

INGREDIENTS

**PROTEIN FOODS**
1½ to 2 cups
Cooked or canned beans
Cooked or canned meat
Eggs

**SAUCE**
1⅔ cups
1 can condensed soup
+ ⅓ can liquid
1 cup Basic White Sauce
(recipe on page 40)
+ ⅓ cup shredded low-fat cheese

**VEGETABLES**
1½ to 2 cups
Canned vegetables, drained
Cooked vegetables, fresh
Frozen vegetables, thawed

**COOKED PASTA, GRAIN, OR OTHER STARCH**
1½ to 2 cups
Bread
Noodles
Potatoes
Rice
Spaghetti

**SEASONING**
To taste
Ground black pepper
Herbs and spices
Seasoned salt

**TOPPING**
2 to 4 tablespoons
Bread crumbs
Capers
Crushed corn flakes

DIRECTIONS

1. Turn on oven to 375°F.
2. Choose and circle at least one ingredient from your “mystery box” on page 35 to fit each category above.
3. Layer all ingredients in a lightly greased 13" x 9" pan.
4. Cover with aluminum foil.
5. Bake at 375°F for approximately 30 minutes, until bubbly. Serves 8.
BASIC WHITE SAUCE

INGREDIENTS
2 tablespoons butter or margarine
2 tablespoons flour
1 cup milk
Salt
Pepper

DIRECTIONS
1. In a small saucepan over medium heat, melt butter or margarine.
2. Add flour and stir until flour and butter or margarine are well combined.
3. Pour in milk and bring to a simmer, stirring constantly until thick, approximately 2 minutes.
4. Salt and pepper to taste. Season as desired.

Source: All Recipes, www.allrecipes.com

RECIPE NOTES

Be as specific as possible when answering the questions below.

1. Did this recipe turn out as you expected?  **YES**  **NO**
2. If you didn’t have one of the ingredients, could you use something else?  Give two examples.

3. How does this recipe fit into your meal plan?

4. What other foods would you need to add in order to meet all the food groups on MyPlate?

---

Americans waste about 40 percent of the food they have available to eat! Check out **Activity 6, Website 1** to play a game and see if you can reduce the amount of food you waste and still cook tasty meals!
Preliminaries

Even though Taylor is a make-believe character, the different situations and experiences in this project are very real and happen every day—even in the United States, one of the wealthiest countries in the world. Take a few minutes to listen to a real hunger experience at Activity 7, Website 1.

Labor

Now that you have the skills to alleviate pantry panic, it is time to put these skills into practice. Will you take the Pantry Panic challenge?

To take the Pantry Panic challenge, go to Activity 7, Website 2 to get a list of items you would typically get if you visited a food pantry.

What did you get in your virtual food box? Print or copy the list of items you received in your box and attach it to this page.

The amount of food you have in your food box is what the Thrifty Food Plan suggests is nutritionally adequate for one person for three days.\(^{14}\)

Now, what if you had to make a meal from the items you received in this box? Could you do it?

For the Pantry Panic challenge, create one meal from the items that are included in your mystery food box. Go to Activity 7, Website 3 to see how much additional money you have to spend on any ingredients that you feel are needed to supplement what you receive in your food box.

Write in the amount here:

$
Here are the criteria you must meet for your meal:

**A.** Your meal must meet the MyPlate requirements discussed in Activity 1:
1. Make half your plate veggies and fruits
2. Add lean protein
3. Include whole grains
4. Don’t forget the dairy
5. Avoid extra fat
6. Use a smaller plate
7. Take control of your food

**B.** You may use only those ingredients included in your randomly generated food box or purchased with any additional money received from page 41. Your goal is to spend as little money as possible. Save your receipts and attach them to this page.

**C.** Give yourself extra points if you:
1. Include three or more main colors
2. Include one hot item and one cold item
3. Present the meal in an appealing manner

What are you going to make for your **Pantry Panic** meal? Go to **Activity 7, Website 4** for a worksheet to help plan your meal.

**ASSESSMENT**

**SHARE**
What was your favorite part about the **Pantry Panic** challenge? What was your least favorite part?

**REFLECT**
What was most difficult about the **Pantry Panic** challenge?

**GENERALIZE**
Describe another meal that could be made from the items in your mystery food box. Make sure you meet MyPlate guidelines.

**APPLY**
How will you use the **Pantry Panic** challenge in the future?

**REMEMBER,** there are many things you need in order to implement your PLAN. If you did not have access to the cooking utensils and appliances you needed to make this meal, what could you do? Use the Internet and come up with some ideas about where you could get these items for free or low cost. Write two ideas here:

1. ____________________________________
2. ____________________________________
BACKGROUND

Have you ever had a day that is so busy that you feel like you don’t have the time to make a healthful dinner? Using a slow cooker is one way to help alleviate pantry panic. With a little PLANNING the day before, you can come home to a healthy meal that is ready to eat!

Slow cookers are a great way to cook many of the foods that you might receive at a food pantry. Some people think that slow cookers are only for making meat dishes and other stews, but you can be VERY creative and make a wide variety of meals in the slow cooker.

Foods prepared in a slow cooker are cooked by direct heat from the pot and from steam made during the lengthy cooking process. Foods prepared in a slow cooker usually cook between 170°F and 280°F for at least 2 hours, which destroys bacteria and makes slow cookers a safe way to prepare foods.15

Follow these tips for a tasty Pantry Panic slow cooker meal:

- **BEGIN SAFELY.** Begin with a clean cooker, clean utensils, and a clean work area. Wash hands before and during food preparation. Remember the tips from page 10—CLEAN, SEPARATE, COOK, CHILL!

- **THAW INGREDIENTS.** Always thaw meat or poultry before putting it into a slow cooker.

- **USE THE RIGHT AMOUNT OF FOOD.** Always fill your slow cooker ½ to ⅔ full. Vegetables cook slower than meat and poultry in a slow cooker so if using them, put the vegetables in first, then add the meat and desired amount of liquid suggested in the recipe.

- **COOK SAFELY.** For a safe meal, make sure the temperature in the middle reaches 140°F within 1½ hours and remains at this temperature or higher for at least 30 minutes.

- **HANDLE LEFTOVERS SAFELY.** Store leftovers in shallow, covered containers and refrigerate within 2 hours after cooking is finished.

What could you combine from your “mystery box” for a Pantry Panic slow cooker meal? Be creative! Add something to your slow cooker meal that you might not have tried in the past. Write your combination below:

________________________________________________________________________

________________________________________________________________________

RESOURCE

The average slow cooker uses about 0.1 kilowatt hours of energy per hour. The average electric range uses about 2.0 kilowatt hours. Activity 7, Website 5 shows the average electricity rates for the states across the country. What is the cost for your electricity per hour? Keep this in mind the next time you are planning a meal and have the choice between using a slow cooker or a range.
Because Taylor’s mom works two jobs and everyone in their family is really busy, sometimes they have a hard time sitting down to dinner together. But, sitting down for a “family-style” dinner at home is really important. People who take time to do this often eat more fruits and vegetables and have more healthy body weights.¹ Who knew?

THE EVERYDAY APPROACH

Sitting down for dinner with people in your household takes time, but by doing just a few basic and easy things, you can make meals more enjoyable for everyone.

First, it is helpful to know how to set the table. Check out this example of a basic, family-style place setting:

Second, it is a good idea to brush up on table manners. Check out Bonus, Website 1 to watch “How to Have Top-Notch Table Manners.” This video offers basic information, but mastering table manners helps you not only at home, but also when you interact with other people.

BONUS!

44

SET TO BE SOCIAL

1. Drinking Glass
2. Spoon
3. Knife
4. Dinner Plate
5. Fork
6. Napkin
MEALS BUILD STRONG . . . RELATIONSHIPS?

Sometimes things might happen between you and someone else in your household and you might not feel like sitting down at dinner to talk with them. However, when you step up and try to make it enjoyable, it turns out OK a lot of the time. Here are a few tips to encourage good communication with everyone in your household:

1. Turn off distractions, such as the TV or cell phones, so you can focus on the people at the table.
2. Set a reasonable time of day for everyone to be at the table.
3. Ask questions that encourage conversation, such as “What was the most interesting thing that happened to you today?” or “What should we do this weekend?”
4. Keep the conversation positive.
5. Treat everyone’s views and ideas with respect, even if you don’t agree.

BE THE SOLUTION

Compare the effects of eating meals two different ways:

1. Eat a meal with at least one other person in your household. Stay at the table for 30 to 40 minutes, make sure to turn off the TV and your cell phone, and focus on making conversation.
2. Eat a meal by yourself or with others in front of the TV. Don’t set a time limit or make a special effort to talk, and leave your cell phone on.

Which meal did you find most enjoyable? Why? How does eating meals with your household improve communication?

Top Ten Table Manners 17

1. Place the napkin in your lap and use as needed.
2. Keep your elbows off the table.
3. Wait to eat until everyone is served.
4. Chew with your mouth closed.
5. Talk when your mouth is empty.
6. Silence your cell phone.
7. Lift food to your mouth when you eat.
8. Eat all the food taken on a fork or spoon at one time.
9. Make sure there is no food in your mouth before you drink a beverage.
10. Break bread or rolls into smaller pieces before eating.


Glossary

**Added Sugars.** Sugars and syrups that are added to foods or beverages when they are processed or prepared.\(^2\)

**Best If Used By Date** or **Best If Used Before Date.** Date on food products that is recommended for best product flavor or quality; not a purchase or safety date.

**Choice Pantry.** Food pantries where clients can choose many of the foods they would like to receive.

**Empty Calories.** Calories that contain few or no nutrients.

**Food Bank.** A nonprofit or charitable organization that receives large donations of food and then distributes this food to food pantries and other agencies that provide it to those in need.

**Food Drive.** An event organized to collect food for food banks or food pantries.

**Food Insecurity.** Lack of access to sufficient, safe, and nutritious food to maintain a healthy and active life.\(^19\)

**Lycopene.** A phytochemical found mainly in tomatoes and tomato products that has been shown to help reduce the risk of certain cancers.

**Phytochemicals.** Chemicals that are produced by plants that affect health, but are not essential for life; phytochemicals give fruits and vegetables their colors.

**Recession.** General slowdown in economic activity.

**Solid Fats.** Fats that are solid at room temperature, like beef fat, butter, and shortening.\(^2\)

**Soup Kitchen.** A place in a community where people can receive a prepared meal for free or at a low cost.

**Traditional Pantry.** Food pantries where clients receive a predetermined box or bag of food.

**Unit Price.** The cost of a product per ounce, pound, quart, or other unit of weight or volume.

---

**Activity 1, Did You Know?**

64,240 calories ÷ 3,500 calories = 18.35 pounds
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROJECT SKILL</th>
<th>LIFE SKILL</th>
<th>EDUCATIONAL STANDARD*</th>
<th>SUCCESS INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WHOSE PLATE IS IT? IT'S MYPLATE!</td>
<td>Designing meals based on MyPlate recommendations</td>
<td>Making healthy lifestyle choices</td>
<td>Ohio FCS Standard 1, Advocate a Healthy Lifestyle, Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes</td>
<td>Designs meals and compares meals to MyPlate recommendations</td>
</tr>
<tr>
<td>2. SHELF SHAKEDOWN</td>
<td>Making a household food inventory to promote efficient grocery shopping and budgeting</td>
<td>Managing resources</td>
<td>Ohio FCS Standard 3, Advanced Benchmark A: Choose resources to meet individual, family, and business financial goals</td>
<td>Creates household food inventory and inventory of other foods that might be received when visiting a food pantry</td>
</tr>
<tr>
<td>3. PANTRY PANIC!</td>
<td>Volunteering at a food pantry to understand other food resources and life circumstances that contribute to food pantry use</td>
<td>Volunteering</td>
<td>Ohio FCS Standard 8, Manage Personal Transitions, Introductory Benchmark B: Explain factors that influence personal and academic life transitions</td>
<td>Volunteers in local food pantry and describes why someone might have to use a food pantry</td>
</tr>
<tr>
<td>4. OH SNAP!</td>
<td>Making a shopping list for additional foods not received from food pantry</td>
<td>Working with numbers</td>
<td>Ohio FCS Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends</td>
<td>Creates shopping list for foods on average weekly SNAP benefit budget</td>
</tr>
<tr>
<td>5. SOUPIN' IT UP</td>
<td>Selecting ingredients potentially available from a food pantry for soup preparation</td>
<td>Practicing creativity</td>
<td>Ohio FCS Standard 1, Intermediate Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body</td>
<td>Compiles ingredients available from a food pantry to make a healthful soup</td>
</tr>
<tr>
<td>6. CRAZY CASSEROLES</td>
<td>Choosing between limited foods to create Pantry Panic Casserole</td>
<td>Thinking critically</td>
<td>Ohio FCS Standard 1, Intermediate Benchmark C: Use problem solving to ensure an overall healthy body</td>
<td>Completes Pantry Panic Casserole</td>
</tr>
<tr>
<td>7. MISSION IMPOSSIBLE: THE MYSTERY BOX</td>
<td>Selecting from available ingredients to create a Pantry Panic meal; budgeting purchase of other ingredients with SNAP benefits</td>
<td>Practicing creativity</td>
<td>Ohio FCS Standard 1, Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes</td>
<td>Completes a meal from &quot;mystery box&quot; items plus additional items purchased within budget that meet indicated guidelines</td>
</tr>
</tbody>
</table>

* The educational standards cited here are from the Ohio Department of Education Career and Technical Education Family and Consumer Science Content Standards. They are available in their entirety at http://education.ohio.gov.
Before you eat, think about what and how much food goes on your plate or in your cup or bowl.

Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.

**FRUIT**
Make half your plate fruits and vegetables.

**VEGETABLES**
Eat more red, orange, and dark green vegetables.

**GRAINS**
Make at least half your grains whole.

**DAIRY**
Switch to skim or 1% milk.

**PROTEIN**
Vary your protein food choices.

**EXERCISE**
Get 60 minutes or more of physical activity each day.

**USDA’s MyPlate**
The MyPlate symbol and food guide system, released by USDA in 2011, replaces MyPyramid, but is based on the same food groups and recommendations. Information about what and how much to eat has not changed.

For 10 Tips to a Great Plate, go to [www.choosemyplate.gov/tipsresources/tentips.html](http://www.choosemyplate.gov/tipsresources/tentips.html) and click on “Choose MyPlate.”
I PLEDGE
MY HEAD TO CLEARER THINKING,
MY HEART TO GREATER LOYALTY,
MY HANDS TO LARGER SERVICE, AND
MY HEALTH TO BETTER LIVING,
FOR MY CLUB, MY COMMUNITY, MY COUNTRY, AND MY WORLD.

Additional copies of this book and other Ohio State University Extension, 4-H Youth Development publications are available through local OSU Extension offices and online at estore.osu-extensions.org. Ohio residents get the best price when they order and pick up their purchases through local Extension offices.