

## **Creative Ideas, Using Frozen Dough, Leader's Guide**

### **Knowledge is Power and We Learn by Doing**

The content of the Using Frozen Dough project (#43122) may be used to help participants develop important life skills. Activities connected with enjoying good food are popular. Topics include shopping, learning about labels, safety in the kitchen, saving time and money, nutrition standards for the healthy diet, experiments concerning yeast growth, flour absorption, raising time in different ethnic dishes, dissecting the wheat kernel, sprouting seeds, and baking, frying, or steaming frozen dough projects while using a variety of equipment.

### **Characteristics of 9- to 10-Year-Old Children**

“Active” is the word for this group! Activities should encourage physical involvement, because 9 to 10 year olds are anything but quiet and still. Hands-on involvement is helpful, and opportunities to share their thoughts and reactions with others are important. Their attention is better when both seeing and doing things. Children at this age consider an idea and almost immediately think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The role of the leader is crucial at this stage. Children look to adults for approval and follow rules primarily out of respect for adults. Individual evaluation is preferred over group competition. Children want to know of their own improvement and how to better themselves.

This is the age of “joiners.” Youngsters like to be in organized groups of others similar to themselves. They are generally concerned with immediate self-reward. Often, satisfaction comes from pleasing the

leader or parent rather than the value of the activity itself. These 9 to 10 years olds have a strong need to be accepted and feel worthwhile. Success should be emphasized. Comparison with others who have succeeded should be avoided. Rather, compare with past performances of their own to show growth and accomplishment.

### **The Experiential Learning Process**

Hands-on involvement is the most effective method of 4-H project work. Youth learn patience, personal initiative, hard work, and deferred gratification. Doing work for the person destroys his or her sense of worth and feeling of capability. The model of experiential learning follows specific and sequential steps:

1. Experience (doing the activity)
2. Share the results, share reactions (public speaking)
3. Think about the activity (relate it to experience)
4. Generalize (how it relates to bigger-than-life examples)
5. Apply (how the skill may be transferred to activities)

“Life values” learning is easily incorporated in each lesson. The need to teach values is essential as experts tell us those youth, who lack values, are experiencing despair – exhibited by delinquency, substance abuse, academic failure, and out-of-wedlock births.

Some values easy to incorporate into lessons are honesty, cooperation, consideration, sharing, respect, and enjoying other's successes (rather than envying them). There is also attention to hygiene, and taking responsibility for their own decisions in the home and community, thereby fostering a sense of self worth.



# **Teaching Values While Doing the “Using Frozen Dough” 4-H Project**

Following are some suggestions for incorporating values in each meeting. These may be connected using games, puzzles, contests, charades, discussions, skits, pantomimes, collages, etc.

## **Meeting 1**

- a. The store manager should be notified of the store visit.
- b. What may result if a grape is sampled in the produce department?
- c. What would you do if you found a broken package in the frozen food case?
- d. How may appreciation be shown for the store visits?

## **Meeting 2**

- a. How may persons work together in your kitchen?
- b. What products are recycled in your community?
- c. How are the hungry and homeless helped?
- d. How would you suggest using your sculpture?

## **Meeting 3**

- a. How may using the Food Pyramid to make healthy food choices affect the purchase of vitamin supplements?
- b. Why is it necessary to plan ahead when making the Food Pyramid? What other activities make planning an advantage?
- c. In what way is a pump dispenser superior to an aerosol spray dispenser for oiling baking pans?
- d. How does your health affect your family? Your community?

## **Meeting 4**

- a. List uses for the water used to wash the dough.
- b. How may you discover the gluten or protein percentage in what grown locally?
- c. How can the accuracy of scales be assessed?
- d. If flour is added to the water in Experiment #3, heat will change the flour to sugar (fermentation). Saliva also changes starch to sugar. What else can be found in saliva? How do these facts reflect on hand washing?

## **Meeting 5**

- a. Name the cultures that are represented in your school.
- b. What are some of the differences that you can recognize?
- c. How do differences add variety and excitement?
- d. Invent a game to show how being a minority can be scary.

## **Meeting 6**

- a. What is your favorite sport? How does exercise benefit your body? How many calories do you burn exercising for 30 minutes at your sport?
- b. What is meant by “quality control”? Where are food laboratories located? Could a visit be arranged?
- c. Can you distinguish between wheat, rye, and barley grains?
- d. Plan an intergenerational activity.

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