



2026 Life Challenge STUDY PACKET for Juniors & Seniors



4-H Life Challenge Contest

Wednesday, June 24 • 8:30 a.m.–Noon

Nebraska Extension in Lancaster County conference rooms
444 Cherrycreek Road, Suite A, Lincoln

**Register by June 17 by calling 402-441-7180
or emailing kristin.geisert@unl.edu**

Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln
cooperating with the Counties and the United States Department of Agriculture.

The 4-H Youth Development program abides with the nondiscrimination policies of the
University of Nebraska–Lincoln and the United States Department of Agriculture.

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STUDY PACKET CONTENTS

At the contest, the hands-on learning stations, multiple choice quiz and oral reasoning sections will be based on the information in this packet. All materials listed below are for both Juniors (ages 8–11) and Seniors (ages 12–18) except as noted.*

Building Healthy Relationships (source: National 4-H Council's 4-H Health Rocks!)

- Qualities of a good friend
- What makes a good friend?

Citizenship & Civic Engagement

- Terms You Should Know (source: Nebraska Extension's We the People 4-H manual)

Clothing & Design

- Sew Colorful: Color Wheel (source: Nebraska Extension's STEAM Clothing 1 Fundamentals 4-H manual)
- Design Elements & Clothing Choices (source: Nebraska Extension's Shopping in Style 4-H manual)
- Sorting it Out (source: Ohio State University's The Laundry Project 4-H manual)

Foods & Nutrition

- Dietary Guidelines For Americans, 3 pages (source: USDA)
- Types of Vegetables (source: www.onlyfoods.net)
- Nebraska Fast Facts (source: Nebraska Soybean Board)
- Top 10 Ways to Enjoy Edamame (source: fruitsandveggies.org)
- Home Run Snack Ideas (source: Nebraska Extension)
- Table Setting – Informal and Formal styles (source: Lancaster County 4-H's Table Setting Contest – Procedures & Guidelines handout)
- Save a Place for Me [***note for Juniors only**] (source: Nebraska Extension's Making Foods for Me 4-H manual)

Personal Finance

- Steps to Count Change (developed by Extension Associate Kristin Geisert)
- Big Change – Practice the Skill (source: EasyTeacherWorksheets.com)

Personal Safety

- Hand Hygiene (source: USDA's Emergency Response Pocket Guide)

OVERVIEW CHAPTER 1: BUILDING HEALTHY RELATIONSHIPS

Trust Me!

Building healthy relationships with trustworthy individuals is key in aiding youth to make healthy decisions. In fact, peer influence is one of the key indicators to predicting behavior in youth¹. Thus, it is very important that youth learn the important characteristics necessary to build healthy relationships and the best places and methods to make long-lasting, trustworthy friends.

Meeting New Friends

Making friends seems like an innate process. Frequently, youth simply hang out with individuals who are available. The park, school, playground, and faith based organization all seem like natural places to meet new friends. However, today the online environment is the most common place for youth to meet friends, with Facebook and Instagram being the most popular online locale to meet new people². In fact, 57% of youth have met a new friend online³. With this advent of budding online friendships, it is important that youth know how to identify trustworthy individuals for friendship and guidance.

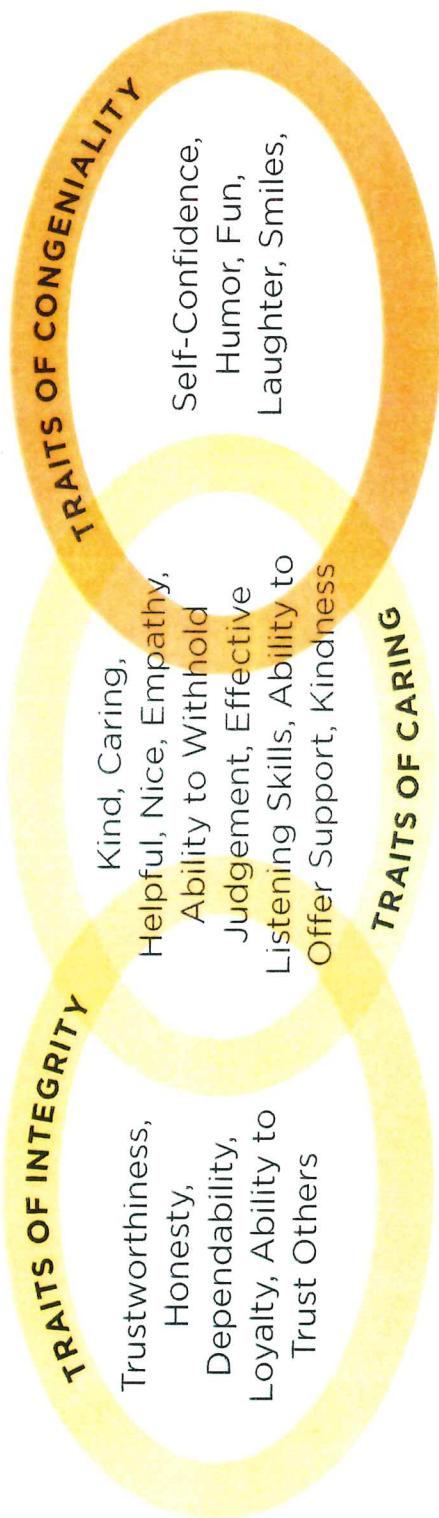
Peer Influences and Decision-Making

Current research shows that adolescents are likely to spend more time with their peers than with their parents⁴. As a result, it is very important that today's youth are hanging out with the right crowd and making meaningful connections. In addition to making meaningful connections with others, positive mentoring relationships can help youth reverse negative decision-making and reduce misbehavior⁵. After developing trust in good people, identifying characteristics of good friends, and finding adults to turn to in times of need, youth will be better prepared to handle the challenges of drug and alcohol pressures.

- 1 Hoorn, J., Dijk, E., Meuwese, R., Rieffe, C., & Crone, E. A. (2016). Peer influence on prosocial behavior in adolescence. *Journal of Research on Adolescence*, 26(1), 90-100.
- 2 Lenhart, A. (2016, August 6). Teens, technology, and friendships. Pew Research Center. Retrieved from <http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships/>
- 3 Smith, A. R., Rosenbaum, G. M., Botdorf, M. A., Steinberg, L., & Chein, J. M. (2018). Peers influence adolescent reward processing, but not response inhibition. *Cognitive, Affective, & Behavioral Neuroscience*, 18(2), 284-295.
- 4 Bowers, E. P., Geldhof, G. J., Johnson, S. K., Hilliard, L. J., Hershberg, R. M., Lerner, J. V., & Lerner, R. M. (Eds.). (2015). *Promoting positive youth development: Lessons from the 4-H study*. Springer.
- 5 Karcher, M. J., & Berger, J. R. (2017). *One-to-one cross-age peer mentoring*. Retrieved from <https://nationalmentoringresourcecenter.org/>

ACTIVITY 1B HANDOUT

QUALITIES OF A GOOD FRIEND FRIENDSHIP LINKS



ACTIVITY 1B:
WHO MAKES A GOOD FRIEND?

Objectives:

Participants will:

- Discover qualities of a good friend.
- Evaluate the health of current friendships.

Life Skills Learned:

- Accepting Differences
- Nurturing Relationships
- Social Skills

National Health Education Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Time Needed:

45 minutes

Materials Needed:

- Dry erase board or flipchart and markers
- **QUALITIES OF A GOOD FRIEND-FRIENDSHIPS LINKS Handout**
- Paper cut into 6"X 2" strips
- Tape or glue
- Pencils/pens

Connecting to Tobacco, Alcohol, and Drug Use

Younger youth are heavily influenced by their circles of friends. In many situations, youth look to peers for guidance when choosing to participate in an activity. These peer influences may lead youth down a good path of maturity and responsibility, leading youth to become active in positive experiences such as community service or after-school clubs. On the other hand, negative peer influences may lead youth down a destructive path of drug and alcohol abuse. Continuing to build trust between peer participants and facilitators in the *Health Rocks!*® program is important to the adoption and practice of the lessons taught in the curriculum.

DRUGS

Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

Terms You Should Know

•Bicameral Legislature

A lawmaking body with two branches or chambers.

•Bill

A form or draft of a proposed statute presented to legislature but not yet passed into law.

•Capitol

The Washington, D.C. building used by the U.S. Congress for its sessions.

•Electoral College

A group of people who represent the 50 states and the District of Columbia in the election of the President of the United States.

•Hearing

A meeting or session of a committee of Congress, usually open to the public, in which testimony and arguments regarding legislation are presented.

•Incumbent

Current holder of a public office.

•Session

The period during which Congress assembles to conduct business.

•Veto

The constitutional procedure by which the President can deny approval of a bill or joint resolution, preventing it from

being enacted into law. It can be overridden by a two-thirds passing vote in both the U.S. House of Representatives and the U.S. Senate.



•Quorum

The number of members required to be present for Congress to conduct official business (218 in the House, 100 in Committee of the Whole, 51 in the Senate).

Terms You Should Know

•Cabinet

An advisory board to the President, consisting of the heads of the 13 executive departments of the federal government.

•Congressional Record

The daily record of House Floor debate and votes.

•Constituents

The residents of a district represented by a member of Congress.

•Engrossed

The final version of proposed legislation passed by one chamber of Congress.

•Federal Government

The central government of the United States that includes the three branches of government — legislative, executive and judicial.

•Hopper

A box into which a proposed legislative bill is dropped. Once the bill has been dropped in the hopper, it is officially introduced to the House.

•House Leadership

The Speaker of the House and House Majority and Minority leaders.

•Impeach

To bring an accusation of misconduct against someone.

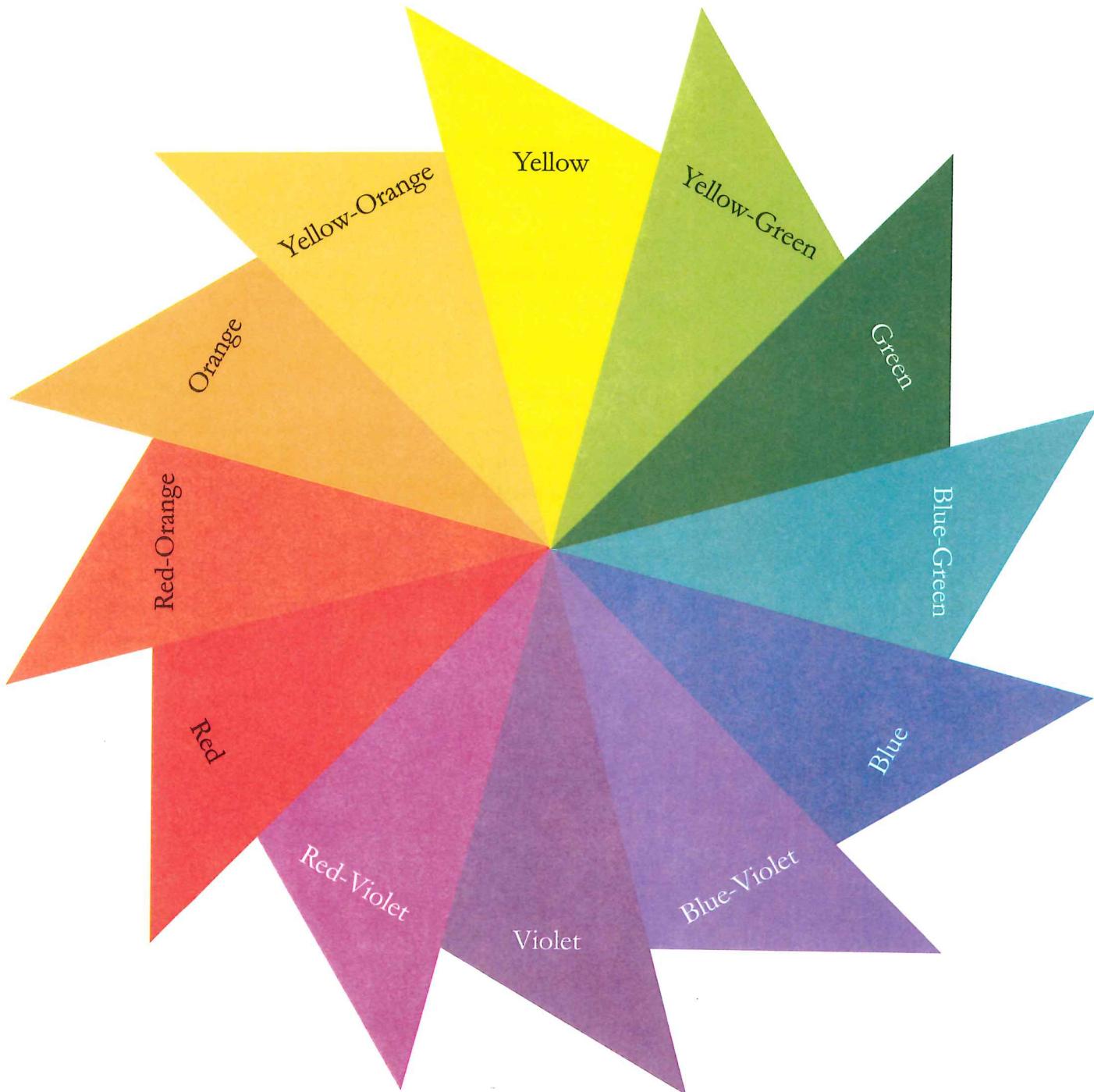


•Members-elect

People elected to serve in the U.S. House of Representatives who have not yet been administered the Oath of Office.

Color Wheel

Use this basic color wheel as a handy reference of hues.



Triad: A triad color scheme is any three colors on the color wheel that are an equal distance apart on the color wheel. One example of a triad is red, blue, and yellow.

To Do: Select three hues that are the same distance apart on the color wheel to create a triad. Repeat this process until you create your favorite combination of three.

- 4 Experiment by creating your own combinations of colors or color schemes from the color wheel. Repeat this process until you create a personal favorite.
- 5 Sew your strips together to create individual color scheme samples. An example of a color scheme sample that is complementary would be a yellow strip sewn to a purple strip. You will sew your strips together using a $\frac{5}{8}$ " seam allowance and then press your seam open for a smooth finish. Staple or glue your sewn color scheme sample to a piece of paper and label by writing the type of color scheme underneath.

Activity Two

- 1 Alter your favorite color schemes by changing the **Value** (lightness and darkness) of one or all of the hues.
- 2 Alter your favorite color schemes changing the intensity (brightness and dullness) of one or all the hues.
- 3 Create a color scheme changing both the value and intensity.

Sew You Know

A color scheme is a planned combination of hues that designers use to help guide their work. Knowing what hues work well together and which color schemes are your favorites will help you make dynamic color choices in the future. Color schemes may be as unique as the person who develops them but often are a result of tested combinations that have been used for decades. The color schemes listed here are considered the most basic color arrangements. Basic color schemes appear more interesting if we vary the value and intensity to create contrast. **Contrast** is achieved if we use different values and intensities within our color scheme. Value refers to the lightness or darkness of a color. Yellow is generally high in value; dark blue is generally low in value. Intensity refers to the brightness or dullness of a color. Hot pink has high intensity, while blue-gray is low in intensity.

Words to Know

Pure Color

Hues that have not been altered by mixing in another color, black, or white.

Primary Color Scheme

A primary color scheme is created using the primary hues – yellow, red, and blue. Primary colors are the most basic hues and often appeal to small children.

Analogous Color Scheme

An analogous color scheme consists of three colors that are next to one another on the color wheel. An example of an analogous color scheme is orange, orange-red, and red.

Complementary Color Scheme

Complementary colors are two colors that are directly opposite one another on the color wheel. One example of a complementary color scheme is blue and orange.

Triad Color Scheme

A triad color scheme is any three colors on the color wheel that are an equal distance apart. One example of a triad is red, blue, and yellow.

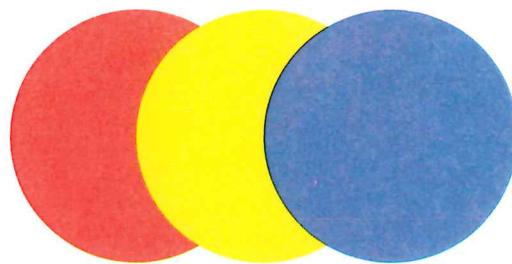
Value

The lightness or darkness of a color achieved by mixing white or black with a particular hue. Colors that have been mixed with white are lighter. When white is mixed with red, a lighter value is the result, which creates pink. Colors that have been mixed with black are darker. When black is mixed with blue, a darker value is the result, which creates navy.

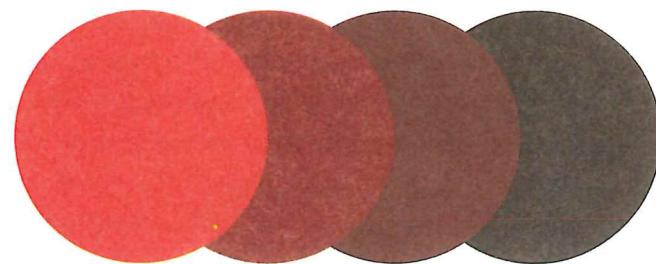
Contrast

Contrast is the result of varying the amount of lightness or darkness (value) or the brightness or dullness (intensity).

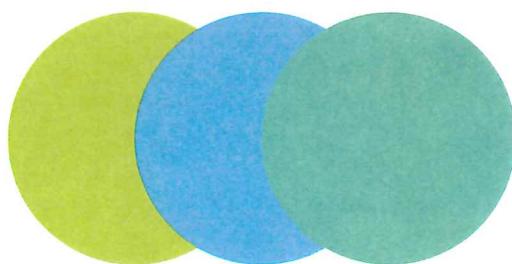
Color Scheme Examples



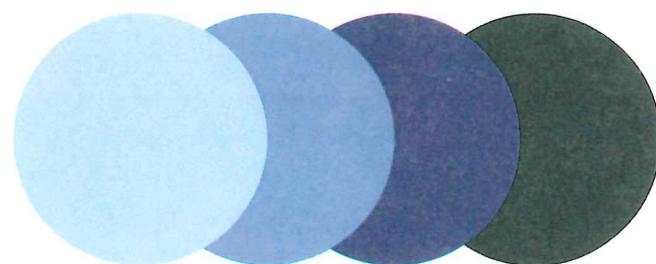
Primary Color Scheme



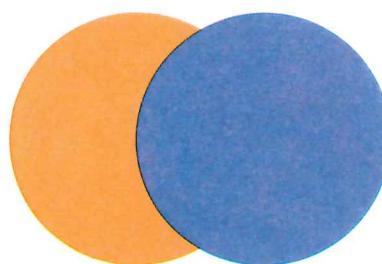
Intensity



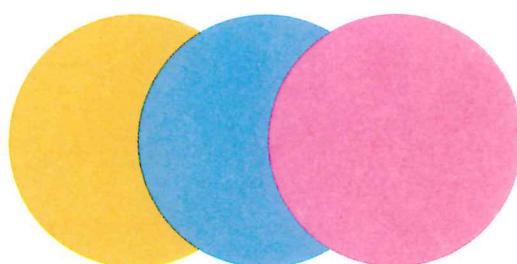
Analogous Color Scheme



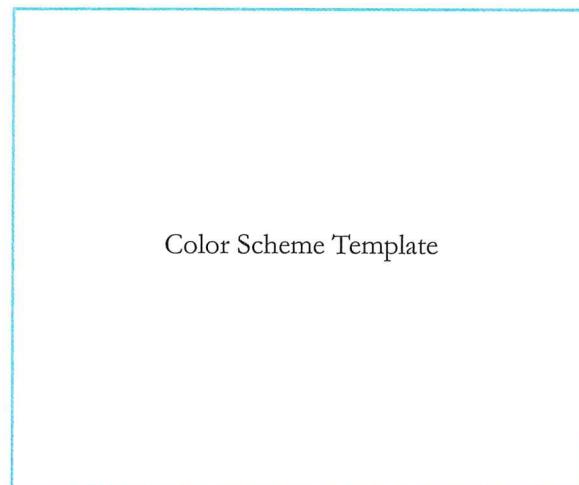
Value



Complementary Color Scheme



Triad Color Scheme



Color Scheme Template



Design Elements & Clothing Choices

success indicator:

you will be able to use design lines to enhance your appearance

life skills practiced:

problem solving, decision making, critical thinking

project skills practiced:

select the right lines for your body type

Using Design Lines to Camouflage

One of the fun things about putting together outfits is using design line to create optical illusions. Those illusions can make you look taller, shorter, wider, narrower, and accentuate your face or other characteristics.

Lines

Line is the most basic element of design. Line can divide areas into shapes and spaces. Line can give direction or a feeling of movement to a design. As a basic tool, line can be used to create optical illusions in dress.

To begin looking at the illusions made by lines, consider the lines below. The vertical lines are all the same length, but the addition of other lines can change the apparent length of a line. A change in the location of a line can change the apparent size of an area.



Eye line

Arrow line

Y line

T line

Crossed line

When the extra lines go up as in the "Y" line, the eye tends to follow so the length of the vertical line seems longer than it really is.

In the “Arrow” line, the eye follows the downward movement of the line and the vertical lines seem shorter.

In the “T” line, the eye stops at the bar and moves back and forth rather than up and down. This vertical line seems to appear shorter than the “Eye” or “Y” lines.

The “Crossed” line causes the eye to bisect the vertical lines, therefore shortening it.

Line direction may be vertical, horizontal, diagonal, or curved. Vertical lines usually carry the eye up. Horizontal lines usually carry the eye across. Diagonal lines slant, and because of the slant can give different effects. Sometimes, diagonal lines might create a sense of instability or movement. Curved lines are graceful. They may be soft when slightly curved or bold when tightly curved.

Creating the illusion of height will help to visually slenderize the fuller figure. Vertical lines that lead the eye upward create the illusion of height. Outfits of one color

and those with center front interest can add height. Use of the “Y” line such as a “V” neckline increases the illusion of height.

To look taller and slimmer try the following:

- Vertically striped fabrics
- Straight, rather than curved, lines
- Long diagonal lines
- Narrow panels or gores
- Narrow standing collars
- Decoration on lengthwise center front line
- Long, narrow V or U necklines
- Narrow vest openings
- Narrow belts to match garment
- Long straight sleeves
- Raglan sleeves — look in a pattern book if you don’t know what these are
- Decoration and trim placed high on shoulder near neck
- Princess lines and beltless one-piece dresses
- Full-length coats

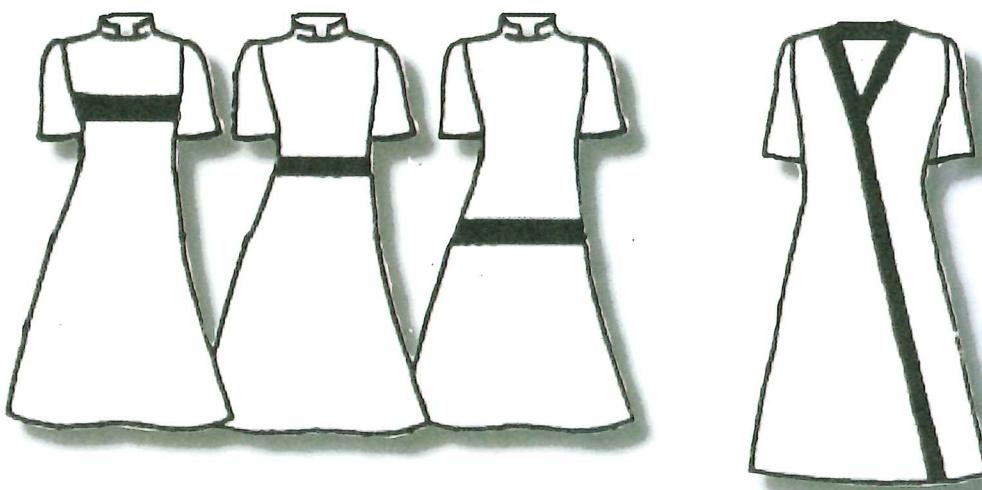


Vertical

Horizontal

Spacing

Even though vertical lines tend to add height and horizontal lines usually add width, evenly spaced lines may create a different effect. Look at the vertical stripe illustrations. The eye tends to look across the figure when the stripes are widely spaced.



Placement

Now look at the horizontal stripe illustrations. The wide spaces seem to lead the eye upward. When the distance between two lines is widened, the eye travels from line to line.

Line Placement



Line placement can draw attention to a desirable body feature and detract attention from a figure fault. A vertical line placed to one side of the figure adds height and slenderizes. A side placement tends to be more interesting and varied than a center placement. It is generally flattering and disguises figure faults because the garment is unbalanced with the line on one side of the body and the eye is drawn to it as a focal point.

Activity 8

SORTING IT OUT

Doing laundry is a part of life for most of us. Learning the basics helps you take charge of this task for life. Let's learn to sort your items before laundering so they come out of the wash the same color as when you put them in!

What to Do

Start with a basket full of dirty laundry. Find and read the care labels on each garment or item. If you have clothes that need to be hand washed or dry cleaned, set them aside. Everyone has his or her own way to sort dirty laundry. Try sorting it by whites, darks, bright colors, and towels for this activity. Then, experiment with other ways to sort based on what works best for your family.



How dirty are your clothes or the items you are washing? Once you've sorted by color, look for heavily soiled items. Consider washing these items in their own load, even if it's a small load. Lightly soiled items can pick up the extra soil from the wash water. Because of this, whites slowly get grayer or yellower and colors become duller.

Sort your family's laundry on three different occasions and fill out the log on the next page as you go.

More Challenges

Detergents for delicates can be used in the gentle cycle of your washing machine or used to hand wash items. Wash delicates on the gentle or delicate cycle of your washing machine. You can always wash them by hand in a sink too. Let your club members know about this method if it works well for you.

Learning Outcomes

Project Skill: Evaluating dirty laundry so similar items are washed together

Life Skill: Thinking critically

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: Sorts loads of dirty laundry correctly





Background

Laundry detergents are designed to clean many kinds of fabrics at different temperatures and water conditions (soft or hard water). The main ingredients in detergents are **surfactants** and **builder agents**. Surfactants are cleaning agents that loosen and remove soils. This helps keep soils from re-depositing on the clothes. Builders increase or “build” on the cleaning power of the surfactant by reducing water hardness.

How much laundry product you use depends on several factors. Use more detergent for heavily soiled, harder water, cooler water temperature, and larger loads. Less detergent can be used in lightly soiled, softer water, warmer water temperature, and smaller loads. Experiment with the amount of detergent until you feel you are using the least amount while still getting the clothes clean. Measuring carefully is easier on the environment and saves money.

Laundry Detergent Differences

High-Efficiency (HE) Detergents	Detergents (both liquid and powder forms) designed for use in both front and top-loading HE washers. These products are formulated for use in low-water volume.
Liquid Detergents	Especially effective on food and greasy, oily soils. They are also good for pre-treating spots and stains prior to washing.
Powder Detergents	Ideal for general wash loads. Powders are especially effective at lifting clay and ground-in dirt, making them ideal for children's play clothes.
Ultra Detergents	Concentrated detergents are available in liquid or powder forms. They come in smaller packages, yet are designed to offer the same cleaning power as similar products in larger packages. You'll need less ultra detergent than with an unconcentrated product. Follow label instructions and use the measuring cap or scoop that comes with it.
Single-Use Detergents	Compacted or concentrated powder, liquid, or tablet detergents that come in unit-dose sizes for measuring accuracy and convenience.
Fragrance or Dye-Free Detergents	Many laundry products are now fragrance-free or dye-free, or both.
Combination Detergents	One detergent formulated to do two jobs. Look for liquid or powder detergents with built-in fabric softeners, detergents, and/or color-safe bleach.



Your Guide to Fabric Care Symbols

MACHINE WASH	BLEACH	TUMBLE DRY	DRY	IRON	DRY CLEAN
TEMPERATURE		HEAT SETTING		TEMPERATURE	
Cool/Cold	Any Bleach (when needed)	No Heat	Line Dry/ Hang to Dry	Low	Dry Clean
Warm	Only Non-chlorine Bleach (when needed)	Low	Drip Dry	Medium	Do Not Dry Clean
Hot	Do Not Bleach	Medium	Dry Flat	High	
CYCLE		CYCLE		OTHER	
Normal		High	Dry in the Shade	No Steam	
Permanent Press		Any Heat	Do Not Dry	Do Not Iron	
Delicate/Gentle		Normal	Do Not Wring		
OTHER		Permanent Press			
Do Not Wash		Delicate/Gentle			
Hand Wash		Do Not Tumble Dry			

Courtesy of: American Cleaning InstituteSM

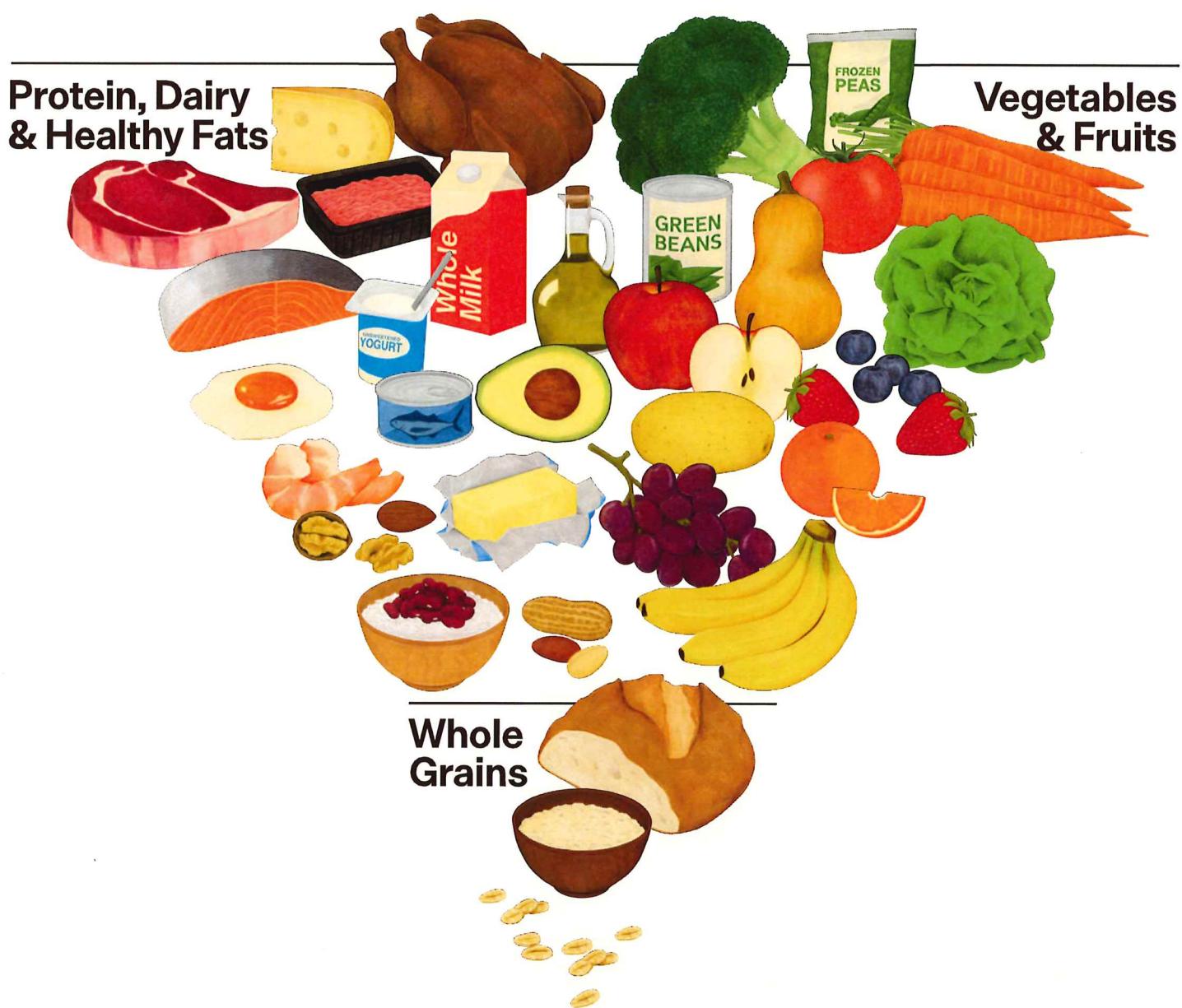
Developed in cooperation with the Federal Trade Commission.

Visit our web site! <http://www.cleaninginstitute.org>
info@cleaninginstitute.org

Dietary Guidelines For Americans



USDA





Eat Vegetables & Fruits Throughout the Day

- + Eat a variety of colorful, nutrient-dense vegetables and fruits.
- + Eat whole vegetables and fruits in their original form. Wash thoroughly prior to eating raw or cooking.
- + Frozen, dried, or canned vegetables or fruits with no or very limited added sugars can also be good options.
- + If preferred, flavor with salt, spices, and herbs.
- + 100% fruit or vegetable juice should be consumed in limited portions or diluted with water.
- + Vegetables and fruits serving goals for a 2,000-calorie dietary pattern, adjusting as needed based on your individual caloric requirements:
 - Vegetables: 3 servings per day
 - Fruits: 2 servings per day



Incorporate Healthy Fats

- + Healthy fats are plentiful in many whole foods, such as meats, poultry, eggs, omega-3-rich seafood, nuts, seeds, full-fat dairy, olives, and avocados.
- + When cooking with or adding fats to meals, prioritize oils with essential fatty acids, such as olive oil. Other options can include butter or beef tallow.



Focus on Whole Grains

- + Prioritize fiber-rich whole grains.
- + Significantly reduce the consumption of highly processed, refined carbohydrates, such as white bread, ready-to-eat or packaged breakfast options, flour tortillas, and crackers.

- + In general, saturated fat consumption should not exceed 10% of total daily calories. Significantly limiting highly processed foods will help meet this goal. More high-quality research is needed to determine which types of dietary fats best support long-term health.

- + Whole grains serving goals: 2–4 servings per day, adjusting as needed based on your individual caloric requirements.





Limit Highly Processed Foods, Added Sugars, & Refined Carbohydrates

- Avoid highly processed packaged, prepared, ready-to-eat, or other foods that are salty or sweet, such as chips, cookies, and candy that have added sugars and sodium (salt). Instead, prioritize nutrient-dense foods and home-prepared meals. When dining out, choose nutrient-dense options.
- Limit foods and beverages that include artificial flavors, petroleum-based dyes, artificial preservatives, and low-calorie non-nutritive sweeteners.
- Avoid sugar-sweetened beverages, such as sodas, fruit drinks, and energy drinks.
- While no amount of added sugars or non-nutritive sweeteners is recommended or considered part of a healthy or nutritious diet, one meal should contain no more than 10 grams of added sugars.
- When selecting snack foods, added sugar limits should follow FDA “Healthy” claim limits. For example, grain snacks (e.g., crackers) should not exceed 5 grams of added sugar per $\frac{3}{4}$ ounce whole-grain equivalent, and dairy snacks (e.g., yogurt) should not exceed 2.5 grams of added sugar per $\frac{2}{3}$ cup equivalent.

Added Sugars

- To help identify sources of added sugars, look for ingredients that include the word “sugar” or “syrup” or end in “-ose.”
- Added sugars may appear on ingredient labels under many different names, including high-fructose corn syrup, agave syrup, corn syrup, rice syrup, fructose, glucose, dextrose, sucrose, cane sugar, beet sugar, turbinado sugar, maltose, lactose, fruit juice concentrate, honey, and molasses. Examples of non-nutritive sweeteners include aspartame, sucralose, saccharin, xylitol, and acesulfame K.
- Some foods and drinks, such as fruits and plain milk, have naturally occurring sugars. The sugars in these foods are not considered added sugars.



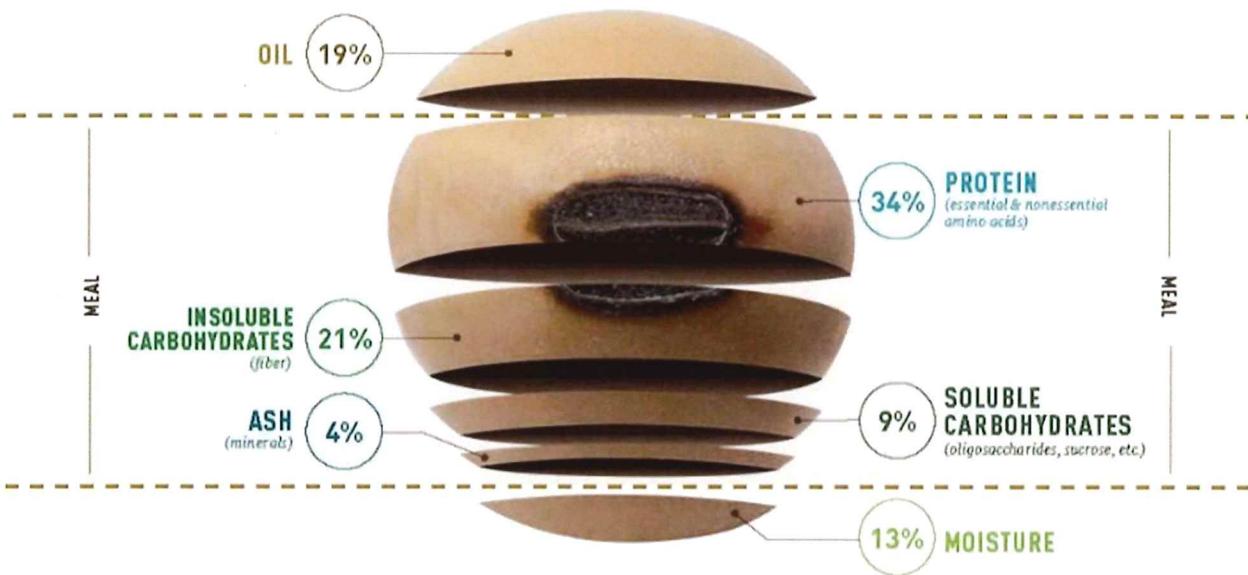


NEBRASKA FAST FACTS

- Nebraska ranks 5th in soybean production in the United States with 301 million bushels produced in 2024.*
- Livestock and poultry in Nebraska used the meal from more than 28 million bushels of Nebraska soybeans.
- A 60-pound bushel of soybeans yields about 48 pounds of protein rich meal and 11 pounds of oil.
- 1 bushel of soybeans can make 1.5 gallons of biodiesel.

Soybeans are a major crop in Nebraska and are grown primarily in the eastern, southern, and central parts of the state. Nebraska is one of the top soybean-producing states in the United States and is known for its high-yielding soybean varieties. The state is also a leading producer of soybean meal and oil, which are used in a wide range of food and industrial products. Nebraska's soybean industry is supported by a strong infrastructure, including a network of elevators and processing plants, as well as good transportation links to markets both within the U.S. and internationally.

AVERAGE U.S. SOYBEAN SEED COMPOSITION



Data as of October 2023.

Green Soybeans (Edamame)

Select

Edamame are available fresh, frozen and dried for good nutrition and convenience. If selecting fresh, choose beans that are crisp and free from blemishes.

Nutrient Content Claims

A good source of vitamin A, calcium, and iron. Low in sodium, saturated fat and cholesterol free.

Store

Keep beans dry in a perforated plastic bag in the refrigerator. They should stay fresh for 4 to 5 days. Frozen beans can be kept in the freezer until the "use by date" on the package, or for up to 6 months.

Serve

Top 10 Ways To Enjoy Edamame

Check out our [edamame recipes](#)!

Share

Social Media Posts

Challenge yourself to make half your plate fruits and veggies with this delicious bean and strawberry salad: [@fruitsandveggies #haveaplant](http://bit.ly/2KLk0Vn)

April is National Soyfoods Month. Find out more
here: [@fruitsandveggies #haveaplant](http://bit.ly/2KLj3w5)

Enjoying more fruits and vegetables, inclusive of fresh, frozen, canned, dried and 100% juice, is a delicious way
to enjoy a happy, healthy and active lifestyle.
@fruitsandveggies #haveaplant

Top 10 Ways to Enjoy Edamame (Green Soybeans)

Have a fruit or veggie question?

Our food and nutrition experts are ready to share insights, advice, and answers to your fruit and veggie questions.

ASK A QUESTION

- 10 **A Spicy Snack.** Mix a $\frac{1}{2}$ cup cooked and shelled edamame with a pinch of salt and a $\frac{1}{2}$ teaspoon (more/less to adjust spice level) of ground cayenne pepper. This spicy snack is a great afternoon pick-me-up!
- 9 **Right Out of the Pod.** Eating edamame out of the pod is both fun and delicious. Simply steam then toss with a pinch of course salt. Serve with a bowl for the shells and enjoy!
- 8 **Wrap 'em!** In a medium bowl, toss a $\frac{1}{2}$ cup of shelled edamame with a tablespoon of red onion and $\frac{1}{4}$ cup each of shredded carrots and diced cucumber. Add 2 tablespoons of light balsamic vinaigrette and toss. Place the salad in a whole wheat tortilla. Wrap and enjoy!
- 7 **Soup & Stir-Fry.** To retain texture and color, add edamame to the end stage of soups and stir-fry dishes.
- 6 **Succotash.** Replace lima beans with edamame in your favorite succotash recipe. This side dish pairs perfectly with just about any lean protein.
- 5 **Rice & Beans.** Edamame is a great substitute for black beans or other varieties of beans. The soybeans have more crunch and pair beautifully with rice.
- 4 **Pasta!** Add shelled edamame to pasta along with a variety of seasonal vegetables. Finish with a light olive oil, lemon juice sauce, and fresh parmesan cheese.
- 3 **Top Your Salad.** Add a $\frac{1}{2}$ cup of shelled edamame to your salad for a boost of protein. Only 100 calories!

2 **Blueberry Shrimp Salad.** Edamame adds texture, flavor, and color to this flavorful Blueberry Shrimp Salad.

1 **Dips & Salsas.** Edamame can be added to your favorite salsas for texture and protein. Purée the beans with olive oil, salt, pepper, and lemon juice for a quick dip. Serve with whole wheat crackers.

[See Nutrition Information for Green Soybeans](#)

[Fruit & Veggie Database](#)

[Key Nutrients in Fruits & Veggies](#)

[Dietary Guidelines for Americans](#)

[Fruit & Vegetable Recipe Search](#)

Home Run Snack Ideas

Tasty Snacks On-the-Go!

Warmer weather is here which means outdoor sporting events are starting back up again. This can be a challenging time to help kids choose healthy snacks with concession stands selling lots of sugary beverages and candy. Here are helpful hints to keep these sporting event snacks nutritious and delicious!



- **Dips Galore:** Pack a cooler filled with various dips (such as the "Sassy Pretzel Dip" found below) for veggies, pretzels, and whole-grain crackers to replace the nacho cheese at the concession stands.
- **Brain Freeze:** Try making your own freezer pops! In little paper cups, pour low fat yogurt or juice and mix in fresh fruit and stick a straw in the middle. Freeze until the "pops" are frozen. Pack in a cooler. To eat: peel back the paper cup and enjoy!
- **Candy Mash-Up:** Bring along trail mix with dried fruit, nuts, and a little chocolate, packed in individual bags of containers.
- **Fizzy Juice:** Mix seltzer water with your child's favorite 100% juice.

Sassy Pretzel Dip

- 1/4 cup low-fat mayonnaise
- 1/4 cup brown mustard
- 2 Tablespoons light brown sugar
- Hard or soft pretzels OR vegetables
 1. Wash hands with soap and water. Combine mayonnaise, mustard, and brown sugar.
 2. Serve 2 tablespoons of dip for each child with pretzels or vegetables.
 3. Dunk pretzels or veggies in the dip and enjoy!
 4. Make sure to pack veggies and dip in a cooler with ice or gel packs if you bring them to a sporting event. Makes 5 servings (2 tablespoons each). Each serving contains 63 calories, 2g fat, .2g saturated fat, 185mg sodium, 12g carbohydrate, 11g sugar, .5g fiber, .5g protein.

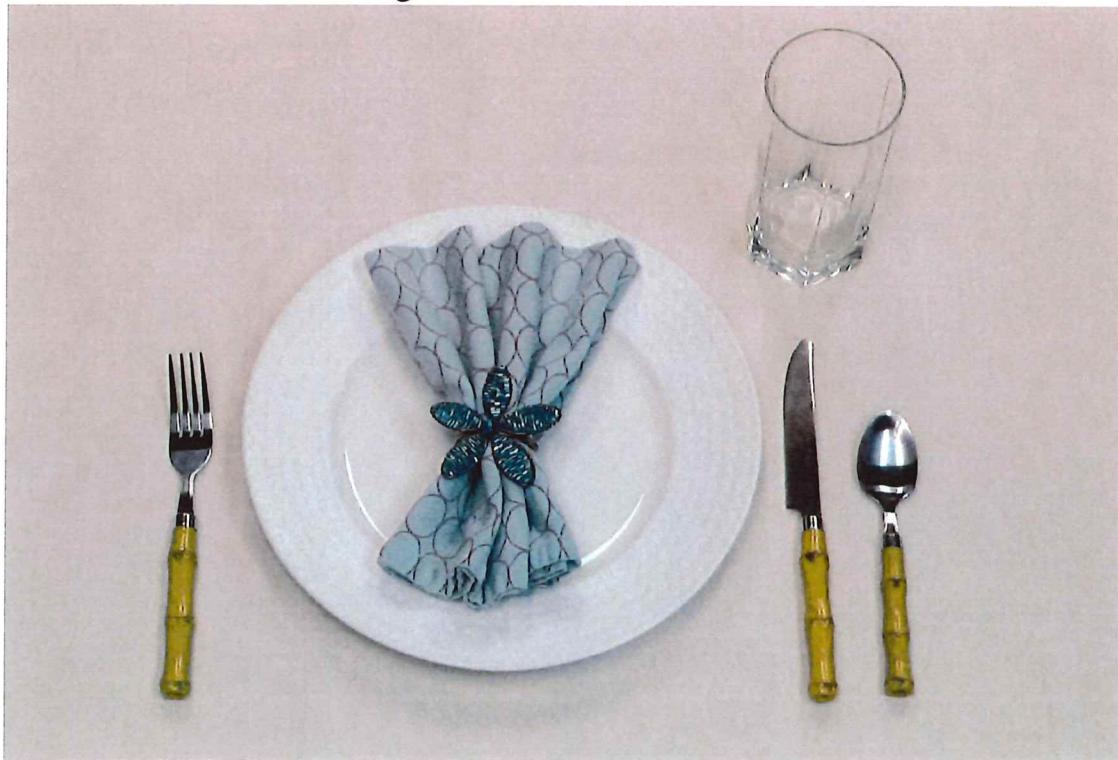


For more information check out our Food Fun for Young Children Newsletter at: <https://go.unl.edu/food-fun>

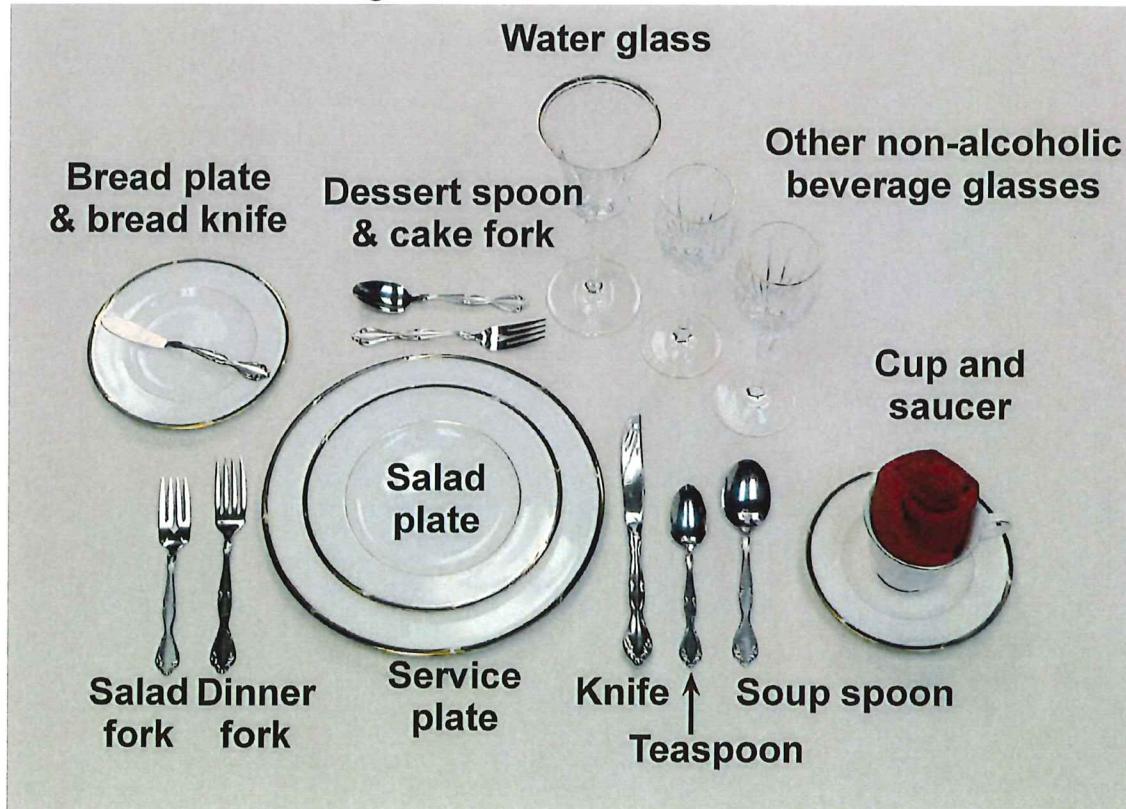
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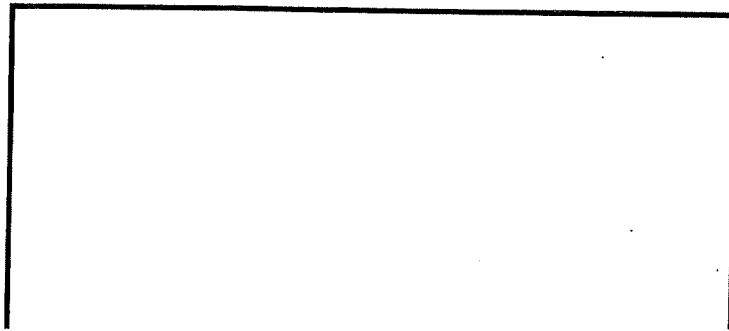
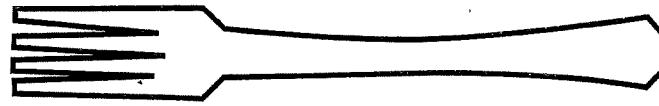
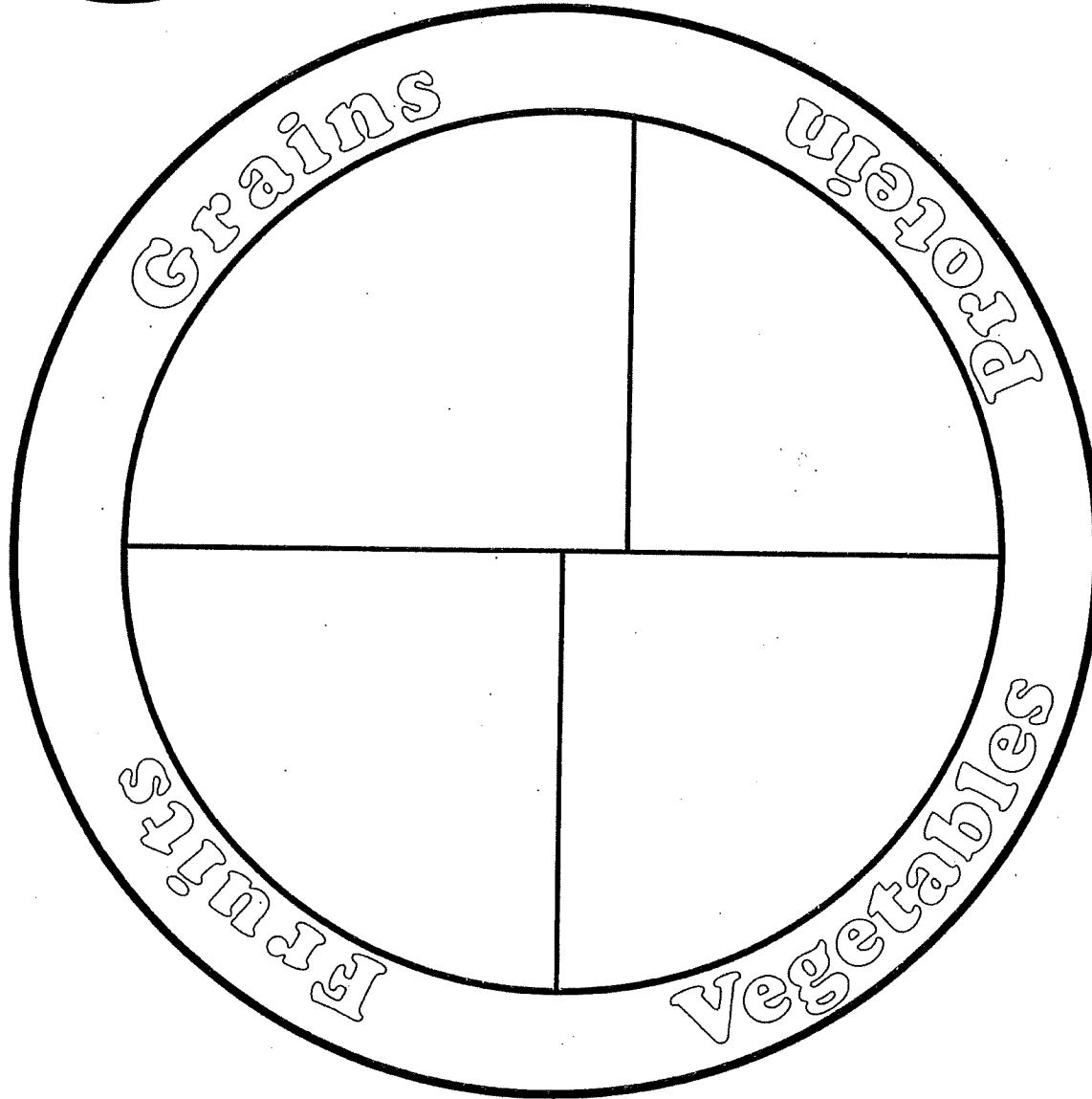
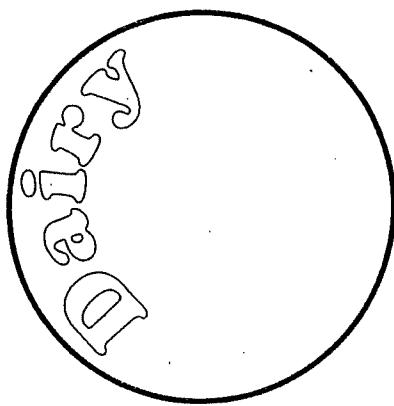
Informal Tablesetting

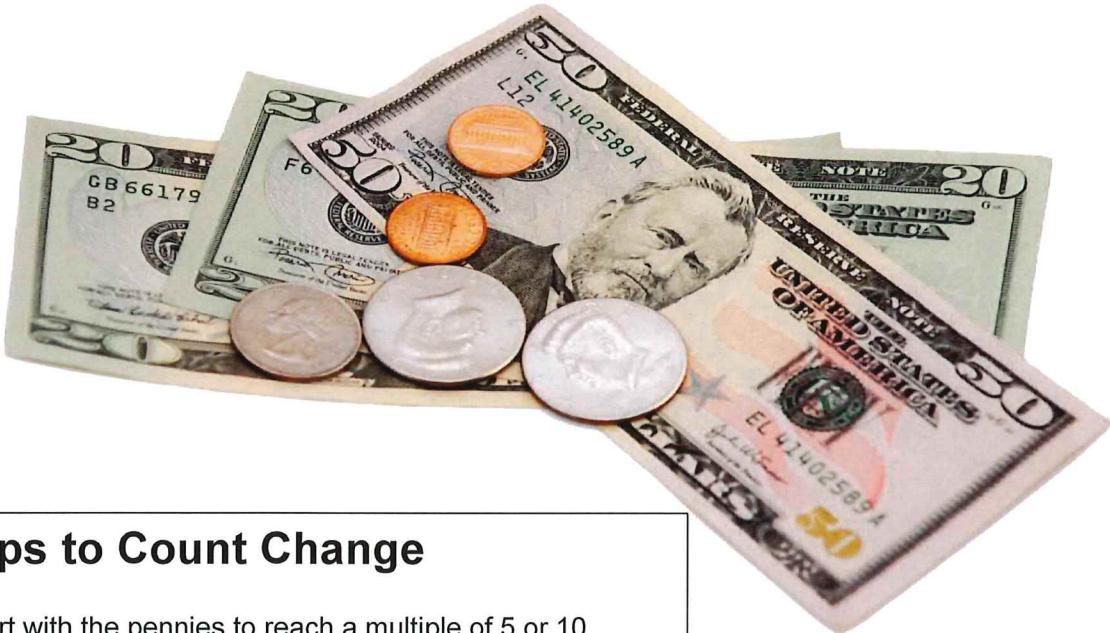


Formal Tablesetting



SAVE A PLACE FOR ME





Steps to Count Change

1. Start with the pennies to reach a multiple of 5 or 10.
2. Next use a nickel or a dime as you get to a multiple of 25.
3. Use quarters until you reach a dollar.
4. Use one-dollar bills until you reach a multiple of 5 or 10.
5. Use five-dollar bills until you reach 10 or ten-dollar bills until you reach 20.

Examples

The purchase amount is \$7.39. The customer gives the store clerk a \$20 bill. The goal is to add in the fewest number of coins and bills as possible to reach \$20.00 starting with the lowest value coin. Use the coins to bring the value to a whole number.

- The clerk takes one **penny** and says \$7.40.
- She takes a **dime** and says \$7.50
- She takes 2 **quarters** and says \$8.00.
- She takes 2 **one dollar bills** and says 9.00, 10.00.
- She takes a **ten dollar bill** and says 20.00.

Rather than offering the customer \$12.62, she should count it back from the total. The tricky part is grabbing the right coins in order to give the least amount of coins back to the customer. Nobody wants to walk away with a bunch of dimes and nickels and no quarters.

Let's try a harder one:

The purchase amount is \$5.61 and the customer gives the clerk \$10.01. In this case, the customer wants to avoid getting any pennies back, so the clerk should put the penny in the cash drawer and consider the sale amount is now \$5.60. Now the clerk will count to herself, 5.70, as she takes a dime. 5.75, as she takes a nickel. 6.00, as she takes a quarter. 7.00, 8.00, 9.00, 10.00, as she takes 4 one dollar bills.

Big Change – Practice the Skill

Name _____

Date _____

Find the change.

		Cost of item	Customer gives	The change is
1		\$4.52	\$5	_____
2		\$1.25	\$5	_____
3		\$0.84	\$1	_____
4		\$7.03	\$10	_____
5		\$2.51	\$5	_____
6		\$5.36	\$10	_____
7		\$6.07	\$10	_____
8		\$2.98	\$5	_____
9		\$0.15	\$1	_____
10		\$2.16	\$5	_____

HAND HYGIENE

WHEN TO WASH YOUR HANDS

Wash your hands often before, during, and after food preparation to prevent the spread of germs. Key times to wash your hands include:

- Before food preparation, including working with clean equipment and touching utensils or single-service items
- During food preparation, as often as needed to prevent cross-contamination
- Before putting on gloves to work with food and between glove changes
- Before and after eating or drinking
- Before handling dirty equipment or utensils
- After handling dirty equipment or utensils
- After using the toilet
- After coughing, sneezing, or touching body parts such as your face or hair
- After handling animals or animal waste
- After handling garbage
- When hands are visibly dirty
- After any activity that contaminates or may contaminate the hands

HAND HYGIENE

HOW TO WASH YOUR HANDS

Wet your hands with clean, running water (warm water recommended).

Lather your hands by rubbing them together with soap.

Scrub your hands for at least 20 seconds.

Rinse your hands well under clean, running water.

Dry your hands using a clean disposable towel or mechanical hand dryer.

Avoid using your clean hands to turn off the faucet and open the bathroom door.

Adapted from OSHA Academy. (2020). Hand hygiene - Reduce the risk of transmitting infections from person-to-person. <https://www.oshatrain.org/courses/mods/138ml1.html>

PAGE 17

PAGE 16