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Games – Techniques for Teaching
Michigan State University Cooperative Extension Service
4-H Club Bulletin
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Issued N.D.
18 pages

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GAMES..

Techniques for Teaching



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Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. G. S. McIntyre, Director, Cooperative Extension Service, Michigan State University, East Lansing, Michigan.

GAMES AS TOOLS FOR TEACHING

Games are easily taught, and they attract the attention of young people. They can open doors to informal learning. Most informal learning will be relevant to our needs. Methods for helping this informal learning take place are many. Utilizing games where fun is ordinarily a primary objective is a very natural way to create an interest and whet appetites for other means of learning. Simple games can whet appetites. Games of a higher structure can promote learning by having people act in an environment created by the rules of the game. In other ways, it casts people in roles very similar to the actual situation. To say the least, learning in an environment of fun has long been effective and lasting.

Why games as tools for teaching? The best learning happens by surprise. It is different from the normal process of deliberate education.¹

It is hoped that the appetite for learning of many youth and adults will be whetted and sharpened by their exposure to the simple games and adaptations in this publication. It is hoped that they will engender a motivation and interest in the subject matter to which the games are adapted.

One of the striking results in the use of games is that, unlike nearly all other educational methods, they appear equally effective to people of low educational achievement and to those of high educational achievement.

It is hoped that teachers and leaders using the long-proven "fun games" will adapt them to their peculiar fields of emphasis for learning. Simple illustrations and variations accompany each of the games only as examples of what can be done. Because of the current interest in a foods and nutrition emphasis, most of these games are adapted to this subject-matter area.

Some of the reasons for utilizing games as techniques for teaching are listed below.

1. We need to utilize different ways of relating to a subject which we wish to teach to nine- and ten-year old levels especially.
2. We need to break the barrier of rigid question-and-answer approaches to thinking.
3. We need to make subsequent conventional instruction more effective as it follows this motivational type of teaching.
4. We need to narrow the gap between slow and rapid learners in an informal setting.
5. We need to adapt to all levels of leadership.
6. Leaders need to be stimulated to new and effective ways of teaching. Out of this "games" strategy can possibly come the application of innovative forms of teaching.
7. It is assumed that the leader can build into each game and activity a rationale or explanation.
8. Games as techniques for teaching are especially good for new leaders and teen leaders who find it easy to teach a game.
9. Interaction of players means involvement, and this is an essential first step for this kind of learning.
10. It is possible to learn in the safe world of make-believe.

¹Where Learning Happens, Steven Carr and Kevin Lynch, The Daedalus, General of the American Academy of Arts and Sciences, Fall 1968.

PENCIL AND PAPER GAMES

WHO AM I?

(Suitable for all ages above the fourth grade)

While all the players are standing in a circle formation, have them write plainly on a slip of paper you have given them: the name of some object, person, place, or date pertaining to the group or club you are working with. For instance, for a 4-H group someone might think of the "The 4-H Pledge" or "Four Leaf Clover." This is pinned on the back of the right-hand neighbor without said neighbor knowing what has been written. Each player is then to find out who or what he represents by asking direct questions of the other players that can be answered by "yes" or "no." As soon as the player has found out what he is, his name is removed and pinned in front.

Variation: Who Am I?

If working in the Foods area, have the members list the ingredients that might be found in Irish Stew or in Beef Stew. This might include meat, bone, water, onion, rutabaga, bay leaves, or many others. By making sure that some unusual items are included, one can stimulate considerable discussion.

VIEWLESS VIEWS

(Suitable for all ages)

Two players sit back to back. One player is given an object; the other is given pencil and paper. The first player must describe the object he has (without naming it, of course). The other player must draw the object from the description given him by his partner. Display the masterpieces with the original objects. There should be many smiles and comments when people view the results.

Variation: Viewless Views

If dealing with the Foods project, a kitchen utensil such as a potato masher, egg beater, or other item can be used as the object to be drawn. It should be something that has some unusual lines or curves and not too easily described. A monkey wrench is especially good for women participants. If dealing with an Entomology project, a net, an instrument used for plastic embedment, or such items which are related to the Entomology project can be used.

TELEGRAMS

(Suitable for those 14 years and up)

Using the letters in any word, have the group write a telegram in which each word is to begin with a letter in the word. For example, if the word were Fathers' Day, you might come up with a telegram something like this:

"Father, after this have eggs ready Saturday. Do answer yes."

Variation: Telegrams

When utilizing this in a special project area, one can take any word that is pertinent to that project area and ask the group to write something that relates itself to that particular word. For example, in a Health project or Foods project, the word v-i-t-a-m-i-n might be used. The players would be asked to write a statement having words beginning with each of those letters that relate to the utilization of vitamins and what they offer as far as nutrition and health are concerned. It might even cover the sources for the various vitamins. In similar manner for the Entomology project if a word such as s-p-i-d-e-r were used, a statement could very well be developed by each person related to spiders and their history, development, habits, etc. By comparing the statements some very meaningful messages could be brought forth. Some of them may be trite and meaningless, but the leader can identify and use those which carry the best message.

NAME BINGO

(Large group—25 or more people—fourth graders and up.)

Before the meeting, prepare sheets of paper by drawing 25 squares on them—5 in each of 5 rows. Give one of these sheets and a pencil to each player. Ask each to introduce himself to 25 persons and to have each of those persons write his autograph in one of the squares.

When the players have their 25 squares filled, they gather together. Someone is asked to read a name from his sheet. Everyone marks out the name called if it appears on his sheet. The person named rises and calls some other name from his sheet, and everyone marks out the name if it appears on his sheet. The person named rises and continues the game. The player who gets five names in a row, shouts "Bingo!" The rows may be vertical, horizontal, or diagonal. The game may be continued, in fact, until "Bingo" has been called for each of these directions. Or as many "Bingos" may be called as desired.

Variation: Name Bingo

Instead of using 25 squares one can use 16, and then it will take only 16 or more people. On the left-hand side each of the four rows are labeled with certain items or classifications which the project covers. In the case of Foods, it could very well be the basic four. The first row would be fruits and vegetables, the second cereals and breads, the third milk products, the fourth meats. Each individual is given a bingo card with these labels, and then he lists specific foods which are covered in the four categories. After he has listed enough foods to play all the

squares, one person reads one of his squares and then makes an X over it. Everyone who has listed this same food crosses it out. Persons, then, in turn, call specific foods and cross them out until someone gets four in a row crosswise or cornerwise. Instead of yelling "bingo" they would yell "basic four." This would mean that they have completed a day's requirement for food inasmuch as all of the basic four are included. In a similar manner, projects such as Handicraft, Entomology, Veterinary Science could all list categories. The amount of discussion that would follow would depend again on the leaders and on the nature of the items that are listed within the categories. Whether prizes for winners would be used or not would be determined by the leader beforehand.

PENCIL AND PAPER GAME SAMPLES

(Suitable for selected age groups)

At the back of this publication are a series of prepared pencil and paper games developed to teach certain aspects of nutrition (Appendix A, B, C, D, E, and F). The number of these items which can be developed are limitless and depend only on the leader's imagination. How effectively they are used to teach subject matter depends also on the leader or resource person. These can be adapted very easily to the age of the group and the ability of the group. However, the persons playing these games must be able to read and to write.

ICE BREAKERS

FIRST IMPRESSIONS

(Suitable for those 14 years and up)

Each person has a 3 x 5 (or larger) card pinned on his back and is given a pencil. All are then instructed to move around and write on the card a word or short phrase which expresses their first impression of the person on whose card they are writing. After time has been given for cards to be filled, each person looks at his own card. The wise leader offers an opportunity for "selected" persons to read some of these impressions.

Variation: First Impressions

Instead of having people express their first impressions in their own terminology they can be asked to do it in terms related to the project. For example, a Foods and Nutrition group could refer to an individual as smooth and creamy, like a dill pickle, as sour as vinegar, etc.

AROUND-THE-CLOCK MIXER

(Suitable for older youth and adults)

Each person receives a card on which is a face of the clock with the 12 positions—each position provided with a line for an autograph. Each person makes an appointment or date with another by exchanging signatures on one of the hours. Later these cards are used to match up people for activities much like a dance program. (Sample: Appendix F)

Variation: Around-the-Clock Mixer

Instead of having a number on each of the twelve positions of the clock, one can identify certain phases related to a project or program. An example is the Horse program in which the various gaits of horses are listed. Instead of two people signing up for one o'clock, they may sign up for the trot position. This can be adapted to any project and used with a group to good advantage.

SENSE OF SMELL

(Suitable for all ages)

Ten or more liquids or substances to be identified by smell—in bottles or on cotton—are needed. Each item should have an identifying number. Members are provided with cards and pencils and identify the items by the numbers which are placed with each compound. The person identifying the most smells correctly is the winner.

Variation: Sense of Smell

The other senses can be used by bringing together a group of powders which the group samples by taste and then identifies; a group of objects placed in paper bags to be identified by touch; sounds recorded on tape or records such as the telephone busy signal, rocking chair squeaking, sandpaper scraping, etc.

HIDDEN STAMP

(Suitable for all ages)

Before the meeting starts, one of the people is secretly instructed to take a small seal or a small stamp and to wear it somewhere. It might be on the heel of his shoe or the temple of his glasses. It should be in plain view but not in a prominent place. The group is then instructed that a small stamp is hidden somewhere. Each is to look around until he sees it and then, without saying a single word, sit down. The game continues until only one or two people are left who have not discovered the stamp. The person wearing the stamp should play the game like the rest and, at an opportune time, go and sit down, not giving away his identity.

Variation: Hidden Stamp

Instead of a single stamp, three, four, or more items which deal with a project area are hidden about the room. In the case of a Foods project there could be pictures of each of the basic four foods which could be concealed either on a person or some place in the room. Each person would look around until they see all four pictures and then sit down. Or instead of having the participants sit down, have them write down the places where the pictures are located. This could be a convenient way of teaching what the basic four are.

SMALL GROUP GAMES (Family Size)

I'M GOING ON A TRIP

(Suitable for all ages above the fourth grade)

Players are in groups of 6 to 10. One player is "it." "It" steps up to one of the players and announces that he is going on a trip and will take a hat (or any other three-letter word) with him. He begins to count to 20. The player must name three places, each beginning with one of the three letters in the word named by "it," such as Haiti, Atlantic, and Toronto. If "it" counts to 20 before the player names the three places, they trade places in the game.

Variation: I'm Going on a Trip

Instead of the player who is "it" announcing that he will take a hat or other three-letter word with him, he can take a three-letter word suggesting the project area. In the case of Foods project, he could use words such as tea, egg, ice, or other items. It might also be possible to include four- and five-letter words if the group is capable of reaching that level.

PUNCHINELLA

(Suitable for all ages above the fourth grade)

Players stand in a circle and chant in order the following:

1. "Look who's here, Punchinella, Punchinella, look who's here, Punchinella in the show."
2. "What can you do, Punchinella, Punchinella, what can you do, Punchinella in the show?"
3. "We can do it too, Punchinella, Punchinella, we can do it too Punchinella in the show."
4. "Whom do you choose, Punchinella, Punchinella, whom do you choose, Punchinella in the show?"

On 1 the group chant and clap while an "it" struts in the center and shows off.

On 2 the "it" demonstrates an action, a dance step or gymnastic feat while the group chants.

On 3 the group members do the action with the "it" while chanting.

On 4 the "it" closes eyes and with one arm outstretched and finger pointing, spins like a pointer and when group finishes chant, whoever is pointed at is the new "it."

The chant is then repeated 1 through 4.

Variations: Punchinella

In order to adapt this active game to a project area such as Personal Appearance, the question No. 2 as indicated above could be, "What do you wear, Punchinella,

Puncheinella, what do you wear, Punchinella, in the show?" On No. 3 after Punchinella has dramatized what she will wear by various actions (for example, a hat), the group chants back, "We can wear it, too, Punchinella, Punchinella, we can wear it, too, Punchinella, in the show." Then if one chooses one could add to it by asking the question instead of No. 4, "Where do you get it, Punchinella, Punchinella where do you get it, Punchinella, in the show?" Then Punchinella would dramatize or act out something like going into a store or getting a hat off from a hanger and putting it on her head and the group again chants, "We can get it, too, Punchinella." Then that which is No. 4 in the game above. "Whom do you choose, Punchinella," and start the game over.

In another variation for the Foods project, these questions could be asked: "What do you eat, Punchinella? Where do you get it?" Then Punchinella would have to show whether she got it from the ground such as a vegetable or make some suitable response.

MEMORY TEST

(All ages — seated in circle)

Twelve to twenty or more objects are placed on a tray which is set in the center of the group for 10 to 15 seconds and then covered or removed. The players each write the names of as many of the objects as they can remember. The person with the most complete list wins.

Variation: Memory Test

This is really not a variation but a way in which a definite project area can be brought into the game. In the case of a Foods project area, twelve to twenty different food labels could be placed on the tray. In addition to food labels, there could be actual advertisements that are cut out of magazines showing brand names. Or if one wished, one could include a certain number of the basic four—making sure to include all of the basic four. This game can very easily be adapted to any subject with a little forethought and direction.

HOW IS IT LIKE ME?

(All ages)

One player is sent from the room while the group chooses an object in the room such as a chair. The person returns and asks each person sitting in the circle, "How is it like me?" Each person must answer truthfully but indirectly. For example, the player may say, "It stands straight," "It has a nice back," "It is graceful," and so forth. "It" has three guesses to name the object. If successful, the player whose hint revealed the object becomes "it."

If unsuccessful, he goes out again and a new object is selected.

Variation: How Is It Like Me?

Instead of choosing an object in the room such as a chair one can choose an item related to the project. For instance, if this were a Horse project one would perhaps choose a balky stallion. When "it" asks, "How is it like me?" Answers could be, "It runs all over," "It is big and strong," etc. Some projects are easier to adapt than others. For instance, a Food project would be easy to adapt. One would choose a food such as ice cream. Answers to the question, "How is it like me?" could be, "It is sweet," "It is creamy," "It is cold," etc. It will be surprising the descriptions that will come out from the group concerning the objects chosen.

BIRD, BEAST, OR FISH

(Suitable for those 14 years and up)

Group is seated in a circle. They have selected an "it" to stand in the center. He points to a player and says, "Bird, beast, or fish—Fish!" and counts to 10 as quickly as possible. If "it" counts to 10 before the person who is pointed at can answer with the specific name of a fish, the person who fails to answer becomes "it." If he answers in time, the person who is "it" must move to the others in the circle. Usually, specific animals, birds, or fish can be named only once.

Variation: Bird, Beast, or Fish

Instead of the use of fish, one can take a project such as Foods project and pull out three different categories such as meat, vegetable, and fruit and use them in a similar manner. When the person who is "it" indicates meat, vegetable, or fruit—meat," the person pointed at must name a meat in a similar way to which he would name one of the creatures above. This could be adapted for many project areas.

CATEGORIES

(Suitable for teen-agers and adults)

While seated in a circle, the group begins to clap out a rhythm with both hands:

1. Strike knees
2. Clap hands
3. Snap fingers
4. Repeat 1 through 3

When the rhythm is established, words are added to the snap of fingers in the following order as it progresses around the circle.

1st snap of fingers — "Categories"

2nd snap of fingers — the name of a category such as "Color"

3rd snap of fingers — something in that category such as "Red"

4th snap of fingers — another item of the category such as "Blue"

This continues until someone breaks the rhythm and then the game starts over. However, the person who broke the rhythm as he continues to play, when it comes to his turn, he must say "I goofed" as he snaps his fingers. The game continues until only one person remains.

Variation: Categories

Instead of the person's choosing any categories, if it were a Foods club, or a Foods and Nutrition group, they would choose something related to foods as the category and then something under that as the item which they need. For instance, the first person might say "meat," the second person could say "beef," the third person could say "pork," the fourth person could say "poultry," and so on down the line. In like manner, the person who breaks the rhythm as he continues to play when it comes his turn instead of saying, "I goofed," he could snap his fingers and say, "Nutrition," or something similar to tie it in with the project. This game not only is intriguing, but it is a great deal of fun.

ONE FROG

(Suitable for fourth graders and above)

This game becomes what one might call an endurance contest or memory test. While seated in a circle, one person says "One frog."

The second person says, "One head."

The third person says, "Two eyes."

The fourth person says, "Four legs."

The fifth person says, "Petunk."

The sixth person says, "In the puddle."

The game continues with the following: two frogs — two heads — four eyes — eight legs — petunk, petunk — in the puddle, in the puddle. It goes on until some person makes a mistake and then the whole group starts at one frog again, trying to build up to as high a level as possible. When they get up to five frogs or above, few can continue because of the complexities of multiplication. Imagine seven frogs — seven heads — fourteen eyes — twenty-eight legs — petunk, petunk, petunk, petunk, petunk, petunk, petunk — in the puddle, in the puddle, in the puddle, in the puddle, in the puddle, in the puddle, in the puddle. Etc., etc.

Variation: One Frog

Instead of using the frog connotation, one could use something related to the project area. For example, in the Foods area, one could teach the items that go into a

balanced daily diet by using the following: two meats, four breads, three milks, five vegetables, three meals, one day, balanced diet. As the game would continue in multiples, of course, it would be four meats, eight breads, six milks, ten vegetables, six meals, two days, balanced diet. The numbers of each of the basic foods needed could be learned by repetition in this manner.

THINK PINK

(Suitable for all ages above the fourth grade)

In Think Pink each person in turn gives a descriptive phrase that is a two-word rhyme. The other members of the group must guess the rhyming words. For instance, he might say, "a child's toy" (red sled). Words with one syllable such as red sled are called Think Pinks. If the person chooses to use two syllables, such as an "amusing animal" (funny bunny) it is called Thinky Pinky. Using

three syllables such as the "home of a famous person" (president's residence) makes it a Thinkety Pinkety. This game is particularly good when a group is traveling or is in a small space where there can be little activity.

Variation: Think Pink

The variation on this one would be very simple in that one would ask the group to limit their two words to those related to the project or interest area. If it were a Saddle Horse club, conceivably they could come up with a Think Pink such as a "slide ride" or a Thinky Pinky as "saddle-rattle." Obviously, the same things can be done for Foods, Clothing, Handicraft, and other projects. The nice quality of this game is that it can continue from one meeting to the next and can be done in any size group in any kind of a formation. It works very well while traveling in a car or bus.

SEVERAL SMALL GROUPS

MATCH

(Suitable for all ages in small groups of 4 persons)

Group is divided into 4's — each person has pencil and paper. Leader suggests a category such as president, car, color, or music. Each person in his group tries to anticipate what the other three will most likely write on their papers; then writes it on his sheet without letting anyone see it. At signal from leader, the four check their sheets and score themselves as follows:

Two alike — 2 points

Three alike — 3 points

Four alike — 5 points

The team of four having the highest score wins.

Variation: Match

As a teaching device this game probably has as much value as any. Supposing that one wished to teach in the Entomology area, he could as a leader ask his group to match a lepidoptera one time, a coleoptera another time, a means of preserving insects another time, and continue naming things pertinent to the Entomology project. As one matches some of the items and draws from the group the names of things that they suggest, he can use this as the basis for discussion and for teaching certain skills.

ALPHABET SCRAMBLE

(Suitable for all ages)

The players stand in relay formation. A complete set of alphabet cards is laid on a chair about 10 feet away from each team. A base line is drawn about the same distance back of the row of chairs. When the leader announces a word, the first few players in each team—as many as there are letters in the word—hurry forward to the chairs, select the needed letters, carry them on to the base line, and stand there holding them up—arranging themselves in the proper order as rapidly as possible. The team finishing its word first is the winner. Then these players go back to their own lines, taking their places at the rear so that the next players may take the next word announced.

Variation: Alphabet Scramble

The variation to this game is simple in that the words selected beforehand are related to the project or subject-matter area. The leaders should be careful that the words do not use the same letter twice because each alphabet will have a letter only once. An example would be in the Foods project that instead of announcing a word, the leader would give a statement such as “a word with three letters that identifies a food containing cholesterol” or the “biggest eggs on the market.” The answer to these being egg and jumbo, respectively. Not only does this teach the group

how to spell the word, but it also brings out certain learnings such as those illustrated here.

SONG TITLE CHARADES

(Suitable for 12 years and up)

Each team sits in a close circle at equal distances from the leader who stands in the middle of the room. Each group selects a person to go to the center of the room and get the name of a song title from the leader. As soon as he goes back to his group he may either pantomime it to his group, not saying a word, or he may have pencil and paper and draw something to illustrate the song title. As soon as the group discovers what it is by asking a question that may be answered by yes or no, then the person who discovered it goes up to the leader and gets the second one. The leader whispers it in his ear and he goes back and pantomimes or draws it out. The group which guesses the largest number and gets them all completed first wins.

The leader should have a prepared list of song titles beforehand, so that he may refer to it. As each of the persons comes and gives him the song title that they discovered, he gives them the next one. This is a good game for all ages and is a lot of fun.

Variation: Song Title Charades

This game we would probably re-name to be Food Charades if we were using it for a Foods project or for a group interested in foods. Instead of the song titles we would give the names of foods such as cream cheese, head lettuce, vegetable soup, powdered milk, etc. The leader then can direct whether the item should be illustrated by pantomime or by drawing a picture to illustrate it. It is obvious that this could be adapted to many other project or interest areas as well.

PAPER BAG DRAMA

(Suitable for all ages)

Each group is given a bag containing 4 or 5 articles. Each group is asked to plan and put on a skit, using all of the articles in the bag as props. Skits may be with pantomime or dialogue. All persons must take part. If they cannot act as people, they can be such things as a water cooler, a kitchen chair; a television set, or a pencil sharpener. If groups have difficulty in getting ideas, ask them what each article in their sacks makes them think of.

Variations: Paper Bag Drama

There are suggested variations for this game. (1) Groups may be given all the same props. (2) Groups can be

given a problem and are to use all of these props in solving this problem and to dramatize this solution.

Another variation: Provide groups with tools and articles related to a project or interest area. Have them develop a story or skit pertinent to that interest area.

RAPID FIRE ARTISTRY

(Suitable for all ages)

The entire group is divided into a series of smaller groups. A person who leads the game stands at the blackboard and draws a simple curved line or figure. This becomes the basis for a finished picture. The first person who can come up and finish a drawing, utilizing the original

curved line as a part of his picture, wins a point for his group if he can name his picture. This game not only can get very funny for the participants, but it brings out talent otherwise not expressed.

Variation: Rapid Fire Artistry

The same plan is used for this game, the only thing that is changed is the fact that a definite relation to a subject must be evident in the drawing or else it is no credit to the group. For example, if this were used with a Saddle Horse club, the member must complete the drawing of something that is relevant to the saddle horse, the rider, or that project. Obviously, this can be adapted to other project areas as well, limiting the artist to the subject-matter area which is designated.

APPENDIX A

Vegetable Varieties

Increase your word power through vegetables. In two minutes, construct three-letter words using the letters in V-E-G-E-T-A-B-L-E. Continue with four- and five-letter words.

Three-letter words

1 _____ 8 _____ 15 _____
2 _____ 9 _____ 16 _____
3 _____ 10 _____ 17 _____
4 _____ 11 _____ 18 _____
5 _____ 12 _____ 19 _____
6 _____ 13 _____ 20 _____
7 _____ 14 _____ 21 _____

Four-letter words

1 _____ 8 _____
2 _____ 9 _____
3 _____ 10 _____
4 _____ 11 _____
5 _____ 12 _____
6 _____ 13 _____
7 _____ 14 _____

Five-letter words

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

NUTRITIONAL M.D.

Using the word nutrition, find a different illness for each letter. What illnesses do we get from poor eating habits and unbalanced meals?

N _____
U _____
T _____
R _____
I _____
T _____
I _____
O _____
N _____

NUTRITIONAL FOODS

Name foods beginning with each letter in NUTRITION.

N _____
U _____
T _____
R _____
I _____
T _____
I _____
O _____
N _____

Other food items may be used in the same manner to make words.

Developed by: Expanded Nutrition Program
4-H Work in Chicago
University of Illinois

APPENDIX B

Knowing the A B C's of Nutrition

After each letter, write a food, any food, that begins with that letter. The game leader will instruct you about scoring. You will be surprised! You have five minutes.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Developed by:
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University of Illinois

APPENDIX C

Basic Four Bingo

1. Fill in squares by writing one row of fruits and vegetables, one of cereals and breads, one of milk products and one of meats.
2. Use specific foods – for example, chocolate milk, rye bread, corn flakes, etc.
3. After all are finished, start with one person who reads one of his squares. He then makes an “X” over it. Everyone who had the same food crosses it out also.
4. Each person takes a turn calling a food and crossing it out until someone yells “BASIC FOUR” (four in a row). That person is the first winner.
5. Continue calling and marking until one person has all foods crossed out.

FRUITS and VEGETABLES				
CEREALS and BREADS				
MILK PRODUCTS				
MEATS				

APPENDIX D

Q U S T U N A E P E R T A J U I C E N I R A G R A M
E L B A T E G E V Q M F I S H V U B A K E D E A P A
I D T U L O S B T V M I X E S P Q R N E I R O L A C
C E V I T A M I N A B Q U A R T I E G N P E A S I A
E L E R E P D A E D G S L S U H S A L T Q M Z O S R
R I A W M R F A T Q R S C O O K T D Q A B K N C P O
E O L T R R O E Z O I L X N Q Q Q B L D I Q K A A N
A R L N U S A I A P P E T I T E Q E C T S S I A G I
L B L I M P S C H I C K E N A J B A S I C E T W H O
I S T A R C H U I S O N B G R E E N T Z U X C C E P
C L A C P E A C H E S A U C E B D S S Y I L H N T N
E W E R R E C I P E F S D F A J K M B U T T E R T O
C M D L S U G A R A O U C E L R B O I L O R N C I C
R V E E B N M V C D X N O N F A T A S O L E K N C H
E S S T N O I L M M I I E U J S V Q C C Z Z M M P I
A P S W I N G R E D I E N T S E E O J O N I E Y R L
M O E I G C A H O D A R T L S D U G R O L A R D B L
B T R R A Y O C O F F E E N J A K F O K L D S I M N
Z A T X S M A U I O S T E W E D T W R E P P E P Q R
S T M I E L E V T E S S Y E L L O W L E G G S L O W
Q O W A E R T A Z A X C H S D I S H K U S I R I P K
B E L K J I H O T D O G S D W H V V L U T H E A T S
G S U R T I C H E S E E H C X Y A E Y C G A R L I C
P R P Q R E K E S A G E I O N A E S R E O M U L T N

WHET YOUR APPETITE
ON THESE

..... 77 terms or words related to foods and nutrition can be found among these letters. These terms sometimes read forward, at other times backwards, up, down, or diagonally. Find a term, draw a line around it and see if you can find all of them on the list on the reverse side of this sheet.

Have fun!!

APPETITE

BAKED
BASIC
BEANS
BEEF
BISCUIT
BOIL
BREAD
BROILED
BUTTER

CALORIE
CANNED
CEREAL
CHEESE
CHICKEN
CHILL
CITRUS
COFFEE
COLD
COOK

DESSERT
DIET
DISH

EGGS

FAT
FISH
FLAVOR

FOODS
FRESH
FROZEN
FRUIT

GARLIC
GRAIN
GREEN

HEAT
HOT DOGS

ICE CREAM
INGREDIENTS

JUICE

KITCHEN

LAMB
LARD
LIVER

MACARONI
MARGARINE
MEALS
MEAT
MILK
MIXES

NON-FAT
NUTS

OIL

PEACHES
PEANUTS
PEAS
PEPPER
PORK
POTATOES

QUART

RECIPE

SALAD
SALT
SAUCE
SEASONING
SERVING
SPAGHETTI
STARCH
STEWED
SUGAR

TASTE
TEA
TOMATO

VEAL
VEGETABLE
VITAMIN

YELLOW

APPENDIX E

FOOD WORD SCRAMBLE

In this word maze there are numerous words related to foods and nutrition. Start with one letter and move any direction as long as the squares touch. How many can you find?

M	I	G	H	S
L	E	C	G	I
K	P	U	F	N
E	O	P	G	E
S	N	I	A	R

APPENDIX F

Exchange names with 12 different persons. Make sure you exchange signatures on the same line.

My name is _____

**MDA FOOD
Inspection Division**

FDA's GRAS list

Adulteration

Food Standards

FCC

Iodized Salt

Short Weight

Obesity

Misbranding

Slack Fill

Cyclamates

Calcium Propionate

