

# FFA Survival Kit



By  
Candice  
Olson

Nobody knows when a disaster may strike, but being prepared beforehand can help you to survive. This kit is designed to assist advisors in surviving FFA disasters of all types! How many times have you gotten to a conference just to find out that your one of your officers forgot their tie or scarf? Then as the week progressed had one of your FFA members ask you for a band-aid because they wore brand new dress shoes and had blisters all over their feet? Then there are the typical every-day issues that arise during FFA events...somebody cuts their finger, a headache (your student or yourself for that matter), a upset stomach from all that good greasy convention food, a jacket full of lint, dead batteries in the digital camera, pencils for judging contests, index cards and pins for speaking contest, and the list goes on and on.

So how can FFA advisors endure these situations...create an FFA Survival Kit! The kit is not only small enough that it is easy to bring along, but has worked to help other chapters and advisors along the way. There is a list of supplies included that I use in my FFA Survival Kit but even more important is that you can customize your kit to meet the needs of your chapter. It provides a convenient and easy-to-carry supply of all the things to hopefully make your life easier.

DISCLAIMER: FFA ADVISORS STILL NEED TO REMEMBER TO RESTOCK THE KIT ON A PERIODIC BASIS SINCE THE MAJORITY OF THE ITEMS ARE CONSUMABLE OR SEEM TO GROW LEGS AND RUN AWAY, SORRY BUT THEY DO NOT SEEM TO SELF RESTOCK...ENJOY!



# FFA SURVIVAL KIT



## GENERAL SUPPLIES

PAIN RELIEVER (TYLENOL)

TUMS (ANTACID)

SEWING KIT WITH SAFETY PINS

SEWING PINS

DISPOSABLE CAMERA

HAIR BRUSH

SMALL LINT ROLLER

PENS/PENCILS

INDEX CARDS

HAND SANITIZER

DEODORENT

SUNBLOCK

BLACK ELECTRICAL TAPE

FINGERNAIL CLIPPER/FILE

BREATHMINTS

SHOUT WIPES AND TIDE TO GO PEN

MOIST WIPES

RAIN PONCHO

SMALL FIRST AID KIT -BAND-AIDS

BATTERIES

## FOR THE BOYS

FFA TIE

BLACK SOCKS

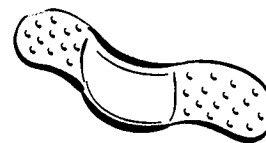
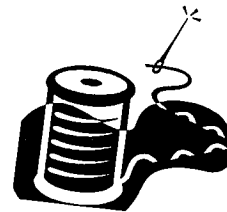
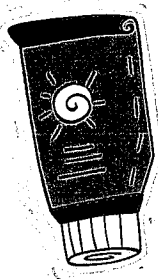
## FOR THE GIRLS

FFA SCARF

PANTY HOSES/KNEE HIGHS

CLEAR NAIL POLISH (STOP NYLON RUNS)

FEMININE PRODUCTS



## Twinkie Injection Lab

Glenda Crook

This lab has answered my long time question, "How can I make learning to administer injections a safe and simple, but effective hands on experience for my students?" My Veterinary Studies curriculum includes several worksheets in the unit on administering medications. I had in my possession a model of an artery in muscle tissue made from a sponge wrapped in a black plastic bag and a plastic tube in the center. Recreating this model for a classroom was impractical, time consuming, and costly. The more I looked at the sponge model trying to figure out a more efficient way to use it, the more it reminded me of a "Twinkie." This is how I developed the Twinkie Injection Lab.

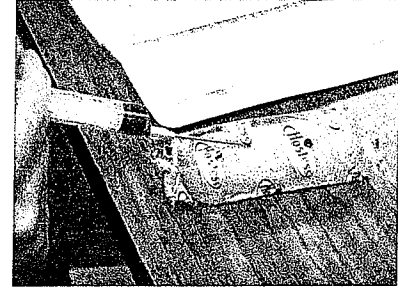
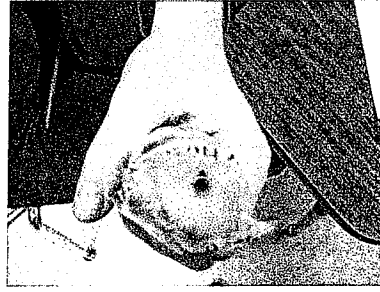
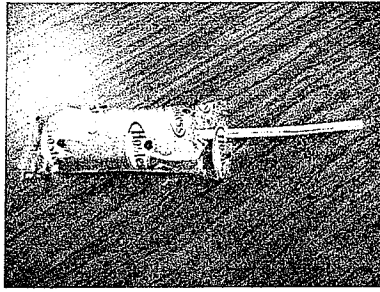
I replaced the sponge with the Twinkie and the plastic tubing with a plastic drinking straw. By inserting the straw into the Twinkie's creamy filling from one end and cutting off the excess I could push the straw in far enough to cover its position. By leaving the Twinkie in the wrapper I did not need additional materials to create the dermis. I found that placing the Twinkie and straw assembly in the freezer for 30 minutes or longer that the cream firmed up enough to give the Twinkie more stability for the students to apply pressure during palpation to find the artery/straw. It is not easy to feel the straw in the Twinkie without squishing the cream out so the students learn to be gentle as they should be with a patient. They also learn that it is not easy to feel the needle penetrate the artery and that they will have to practice this procedure several times before they become proficient at it.

In order for the students to determine if they were making a successful injection I knew they would need to inject a substance that would easily be identified in the creamy filling. I tried a

couple of different products, chocolate pudding and gel frosting. Both of these items require a large gauge needle in order to pull them into the syringe. Utilizing new needles and syringes also makes this an edible lab, which makes it even more appealing to the students.

Prior to this lab the students are instructed on different types of syringes and needles, how to accurately read and measure various types of syringes, how to palpate for an artery, how to insert a needle, and the methods of administering medication. The Twinkie Injection Lab provides the hands on activity to tie all of these previous lessons together.

This lab is easy for any instructor to incorporate into their small animal science, large animal science, or veterinary medicine class. The materials are available in the local grocery store and the prep time is minimal. All students can participate in the lab and can easily evaluate their competency in performing an intravenous injection.



## Twinkie Injection Lab

Glenda Crook

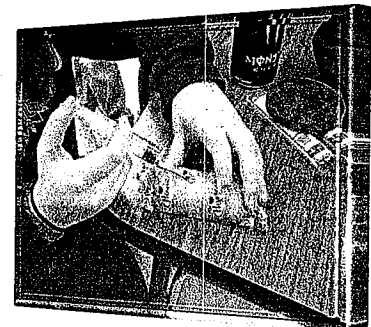
### Materials

Twinkies - 1 per student  
Drinking Straws - 1 for each Twinkie  
Chocolate Frosting - 1 tub  
Large gauge needles - 1 per 2 students  
Scissors to cut straws

Objectives: Upon completion of the lesson the students will be able to:

1. Carefully palpate to locate an artery in a tissue.
2. Take up a substance in a needle in preparation to give an injection.
3. Inject a needle into a tissue at the correct angle and into the artery.
4. Inject a medicine substance into the artery.

The students each receive a Twinkie from the freezer with a straw already hidden inside. The students then pull the chocolate pudding into the syringe through the needle. The students are not able to accurately read the level of medication as the pudding does not pull up equally into the syringe and there is visible air space. (This can be practiced with colored water.) The students then need to palpate through the wrapper (Dermis) and the sponge cake (Muscle) to find the straw (Artery). Once they have located the straw (Artery) they can practice correctly placing the needle in the skin and muscle at the correct angle. Once the needle is in place the student can inject some pudding. After the injection the needle is pulled out and the Twinkie is removed from the wrapper. The students then pull the top of the Twinkie cake away to expose the cream filling and the straw in the center. At this point the students can evaluate their competency at giving an injection. Students that find the pudding in the straw have made a successful injection. If the pudding is in the cream on top of the straw the student did not penetrate the artery. If the pudding is on the bottom they went through the artery. Some students will find they are off to one side or the other and completely missed the artery. Once they have evaluated their injection they can eat their model. This lab provides great hands on experiences for students to practice giving intravenous injections.



Brenda  
Scheil  
New Auburn

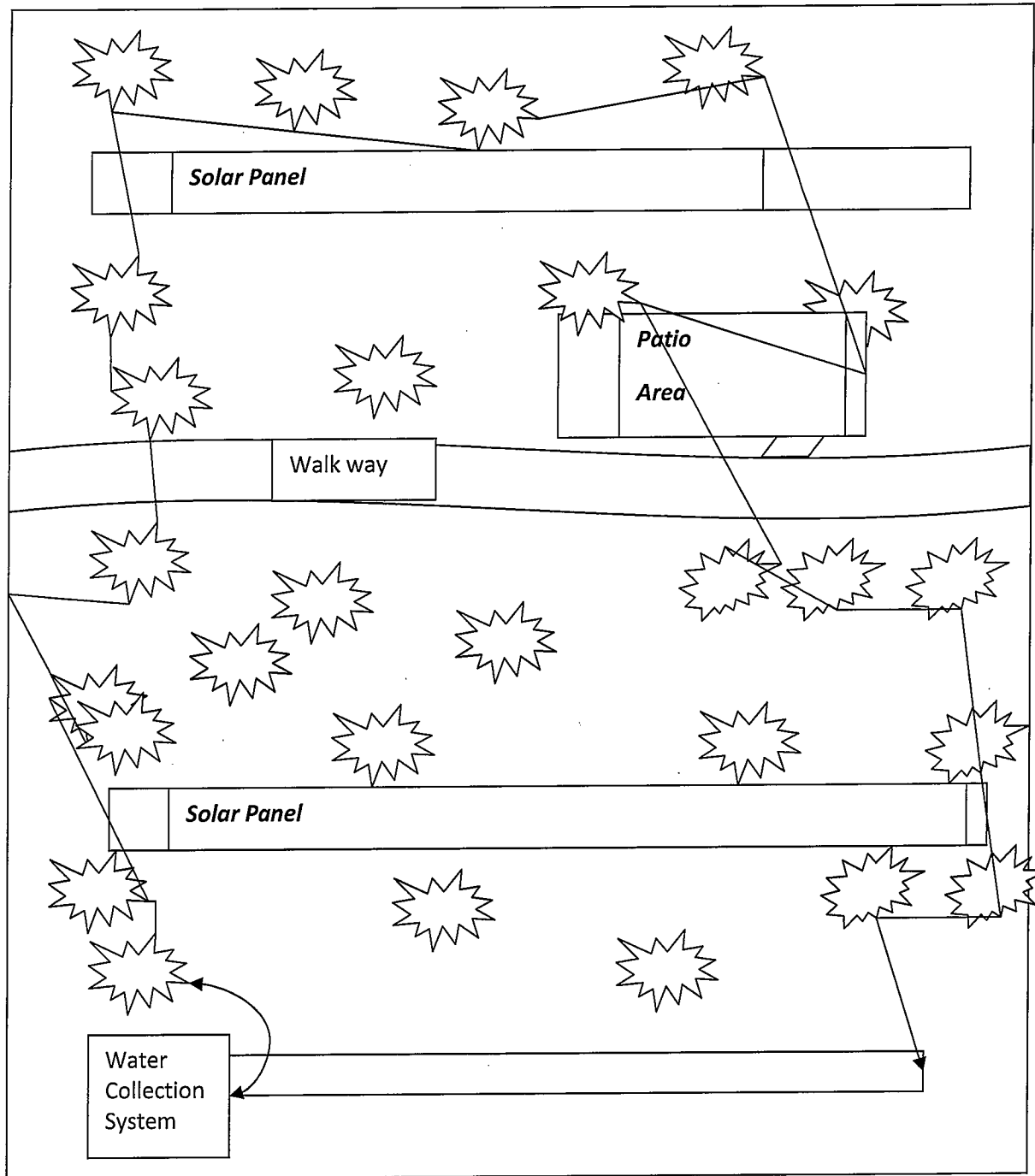
## **Green Roofs**

**Objective: Create a "green roof" that includes "green components"**

**contributing to a healthy & desirable environment commonly utilized in concentrated urban areas. Instructional Advantages: 1.) Reinforces green energy components adopted in urban areas. 2.) Stimulates "think energy" within students. 3.) Encourages creative thinking skills. 4.) Provides a hands-on project while reinforcing green energy concepts. 5.) This unit incorporates both math & science concepts. 6.) Builds "resourcefulness" within students. 7.) Emphasizes "green roof technology". Required**

**Components Within "Green Roof" Project: A.) Solar Panels (serving as energy collecting system) B.) Solar Windows (providing light to building space directly under roof) C.) Rainwater Collection & Recycling System D.) Green Space (ex. Lawn, shrubs, trees) E.) Potted Plants F.) Patio Area G.) Walking Paths (creatively landscaped) H.) Amendment #1 ~ Identified Source List of "Energy Materials" (Utilized within the "Green Roof" project/system). I.) Amendment #2 ~ Identified Source List of Suppliers (To obtain green energy materials. Math & Science Emphasis: 1.)**

**Integrate math by calculating volume of rain water collected & volume of rainwater transported throughout the system. 2.) Calculation of cost 3.) Calculation of cost savings. 4.) Calculation of "load bearing" potential. 4.) Integrate science by analysis of "solar power" and "green building" materials.**



***Sample: Green Roof Preliminary Sketch***

## Word of the Day

Having students get started and focused at the beginning of class was very challenging to me when I first started teaching. Often time, the bell would ring and I would be on my way to the classroom and the students won't have anything to do until I got there. Sometimes the computer would take awhile to bring up the attendance and again the students were faced with nothing to do and more wasted time. In order to stop this I started using words of the day.

Each day, the students are to copy a term and definition written on the board into their notes at the start of class. Terms run alphabetically and are related to information that is in the course. It usually isn't what we are discussing that day, but all the words relate back to the course in one-way or another. After the letter z, the students are given an open note quiz where they are asked to match the correct term and definition. It is a timed five-minute quiz worth 52 points (two points a word). It rewards students for doing what they are supposed to. Each class has a different set of words. We go through three sets of words in a semester.

After starting this, I have noticed that students are a little more prepared once the lesson starts. It also gives me sometime to catch up on housekeeping duties like attendance and handing back papers. There are a few times when I have not written words on the board and the students notice! Some of the English teachers in the building have starting using this method too since it works so well for me. It has definitely helped me become a teacher and classroom manager.

## Words of the Day: Small Animal

Anterior: the front side of an animal

Buck: a male rabbit

Calico: a coat made up of black, orange, and white colors

Dull: the lack of shine or luster in a hair coat

Enteritis: an inflammation of the digestive tract

Feral: wild

Gait: the way an animal moves

Heel: the command for a dog to close to its owner

Inbreeding: breeding closely related animals

Javanese: a breed of cat similar to Siamese

Keratitis: inflammation of the cornea

Lutinos: a bird that is mostly yellow in color

Mandibles: the lower jaw of a mammal

Neuter: to remove the testicles of an animal

Oral mucosa: the mucous membrane around the mouth

Preen: when a bird cleans and trims its feathers

Quarantine: to keep an animal by itself for medical reasons

Rosettes: the circles in the fur found on Abyssinian guinea pig

Scalloped feathers: black feathers with different colors on the margin

Tom: a male cat

Underfur: the short dense fur found on an Angora rabbit

Vivariums: cages that closely represent the animals environment

Wagler's conure: a bird that looks like macaw and is 1/3<sup>rd</sup> its size

Xenopeltidae: another name for the sunbeam snake

Yellow -capped Macaw: a type of parrot

Zosteropidae: family of perching birds

Educating about agriculture during an economic struggle has never been more relevant. As a citizen of this nation it amazes me to listen and hear about the struggle people have with paying \$4.00 for a gallon of milk and yet drive away in a newer, gas guzzling SUV. How could the FFA and Agriculture courses be used to better educate the public on food production in the U.S.?

The University of Minnesota offered a Farmer's Share Breakfast many years ago. The idea was to charge people for food for the price that the producer would get on the market. This concept would show actually how much of the consumer dollar goes directly to the producer. About \$.30 of the dollar spent on food in the U.S., ends up back in the producers' wallet. But that's just the half of it. How can we educate people on the price of the inputs that go into producing food and the risks that are involved during the entire planting, growing and harvesting process?

Our FFA along with the help of Stanley-Boyd FFA started working on this project in January. The chapter members began by writing a pledge letters to over 100 local and state businesses. These letters explained our goal of educating people on the price of food and our purpose of using the funds to purchase and feed over 2000 people on the economics of producing food.

We received over \$4700 in donations and offered a breakfast for 50 cents. The students used the current market prices to determine the cost for their food. The breakfast included 2 pancakes, 2 sausages, 1 cup scrambled eggs, 1 cup cheese curds, ½ cup applesauce and a glass of milk. We advertised through Channel 13, WAXX radio and many other sources of advertising. The chapters worked cooperatively to make and deliver an amazing breakfast that was served on placemats explaining the farmer's share of milk, eggs, carrots, bread, lettuce, tomatoes and many other crops produced in the U.S.

Students also made 3 ringed binder packets about topics in Biotechnology and Agriculture, Risks involved in Production Agriculture, Equipment Technology, GMO's and Food Prices around the World. These binders were duplicated to make 30 copies and placed on the tables for our more than 1500 consumers on the day of the activity. Students also prepared a new equipment and tractor show on site. This gave consumers the opportunity to understand the pricing of equipment and the technology that is used to make producers more efficient, therefore creating a lower costing product. The response from the public was overwhelming awesome. Many businesses have already responded to participating financially again next year.



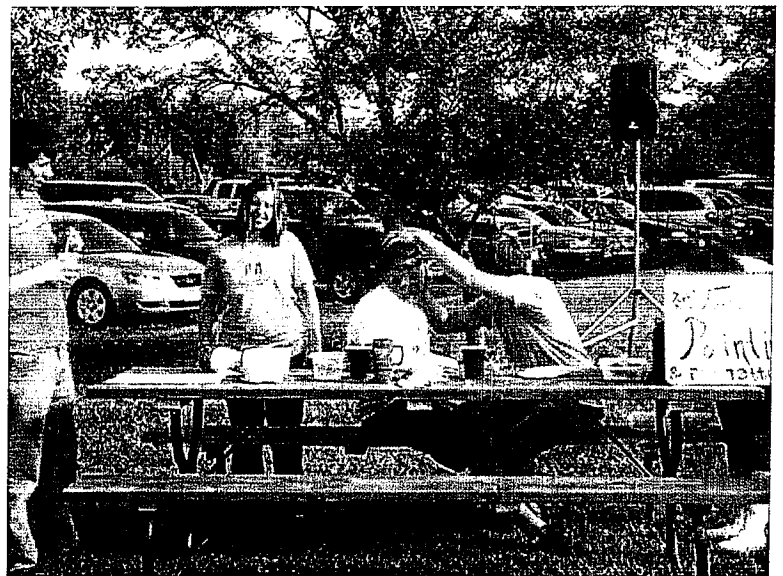
T-shirts were provided for the 40 some workers from the 2 chapters that worked cooperatively to prepare and deliver this breakfast.

Over 30 pieces of equipment and different tractors were brought in by surrounding dealers. This made the education of technology even more relevant.



FFA members also provided tours of the farm; plastic booties were donated by Nasco for the biological control of disease spread.

FFA members worked at combining the Farmers Union and The Farm Bureau to help with education, face painting and coloring .



## **Tricks in using concrete stepping stone molds**

**Mr. Don Dipprey**

**Turtle Lake High School**

We have brought a new and exciting project into our department by using stepping stone molds, which we have purchased form Advantage Plus the Nunnikoven

Group in Mediapolis, Iowa. 1-800-356-4632. If you explain that you are an Ag Ed

Instructor they will send a catalog free of charge.

1. The molds are used in our Jr. High, Intro to Ag Ed, Ag Mechanics, and Landscaping classes.
2. You can have the students pretend the molds are large areas and they must figure the square area and the amount of product they will need for the job. I have used this in Jr. High and High School classes.

### **Five tips for working with the molds or concrete in general.**

1. **Never** add extra water to make the concrete looser. Water is the enemy of cement and will make weak, loose concrete
2. If you want to loosen the batch so that it fills in the details, add an emulsifier. It is available from your local cement plant or home building store.
3. If you wish to speed up the curing process so that you can knock out the form in 24 hours use an accelerant also available from your home building store or give the mold 3 days to cure.
4. There are many release agents on the market including 30-weight oil. The simplest and neatest is an aerosol baking spray such as Pam.
5. Remember Fuller's Law that states, "You will lose 30% of your product when you mix the batch." To keep things simple especially for the younger students we use a premixed product.
6. The full molds need to be vibrated somehow. Some will use a rubber hammer on the edges and some have made homemade vibrating tables.

### **To finish the stepping stone**

We have found that we can seal the stepping stone with a weather sealer and then apply an oil base or a good quality latex paint is best. Some people prefer to paint first and then apply the sealer.

*FFA Text Messaging System*

Submitted by:

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Elkhorn Area High School  
Elkhorn, WI 53121  
[krusda@elkhorn.k12.wi.us](mailto:krusda@elkhorn.k12.wi.us)

Imagine the following comments from an FFA member:

*Mr./Ms. (teacher's name) I didn't know that applications were due yesterday. No one ever told me. It's not my fault I don't have class with you this term. How was I supposed to know? I never know what is going on with the FFA.*

We've all heard something similar to these comments before. Effectively communicating with our FFA members is one of the greatest challenges advisors face on a regular basis. Announcements in class, school based announcements, posters, websites, and emails are all methods we have used to communicate with our FFA members, but it never seems to be enough.

We are adapting to the technology that many students use consistently—TEXT Messages. There a number of free text messaging systems that can generate text messages from a computer. Due to inconsistency in message delivery with free services, the Elkhorn FFA has subscribed to a paid text messaging service. We are using [www.tatango.com](http://www.tatango.com) to generate text messages on a weekly basis to remind FFA members of upcoming events, deadlines, and other important information.

Implementation:

- 1) Set up an account with [www.tatango.com](http://www.tatango.com) . We have chosen the FFA advisor to serve as the administrator of the account for the sake of security and potential misuse by students.
- 2) Collect names, cell phone numbers, and email addresses of FFA members that wish to use the FFA Text Messaging. This information needs to be developed as a list of contacts on the website. Tatango also offers account administrators the opportunity to "invite" others to join the group on their own. We have added a link on our Elkhorn FFA website that allows individuals to add their phone number and name to our contact list.
- 3) Develop contact groups. We have developed a group for FFA Officers and FFA members. I anticipate that we will eventually develop groups for FFA parents and alumni as well. I also anticipate developing groups for specific FFA participants such as national convention, fair exhibitors as the need arises. Maintenance and development of groups is very easy.

If you are like me and have not fully embraced all of the technology cell phones have to offer, you can use your computer to use this text messaging technology. The ability to contact FFA members directly with one message is phenomenal. I have much more confidence that students are at least receiving the message. I am already seeing great results. Example: I sent out a message in regards to fair entry forms due date and I have FFA members coming out of the woodwork with their fair entry forms.

Tatango | Send Text Message - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

Address [http://www.tatango.com/groups/14925-Elkhorn\\_FFA/messages/new](http://www.tatango.com/groups/14925-Elkhorn_FFA/messages/new) Go Links

Sent Messages  
Group Settings  
Advanced

## Send Text Message

Send to my entire group. (20 people)  
 Send to a subgroup

Message

FFA Meeting August 3rd 7 PM @ high school

(106 chars left)

Send this message directly to your group members' phones.  
You have 499974 direct texts left this month.

Send

Send from your phone!

Done Internet

## Draw "Agriculture"

This is an activity I have been doing for quite a few years with my middle school Exploring Agriscience class. On the first day of class the students receive a blank piece of drawing paper on which I have them write their name and today's date. They are then to draw what comes to mind when they hear or see the word "agriculture". I tell them there are no right or wrong answers. I have colored pencils they may use if they like. They work on this activity while I go through the class list and glean information from individual students (farm or non-farm background, etc.). The drawing is due the next day of class.

The second day of class, we start by collecting the drawings. I ask them to see if there is a common theme among the drawings and show them to the entire class. Inevitably, a common theme is farming or cows or barns, etc. This leads us into a pizza making activity where we look at how our class will define agriculture. I keep the drawings until the last day of class.

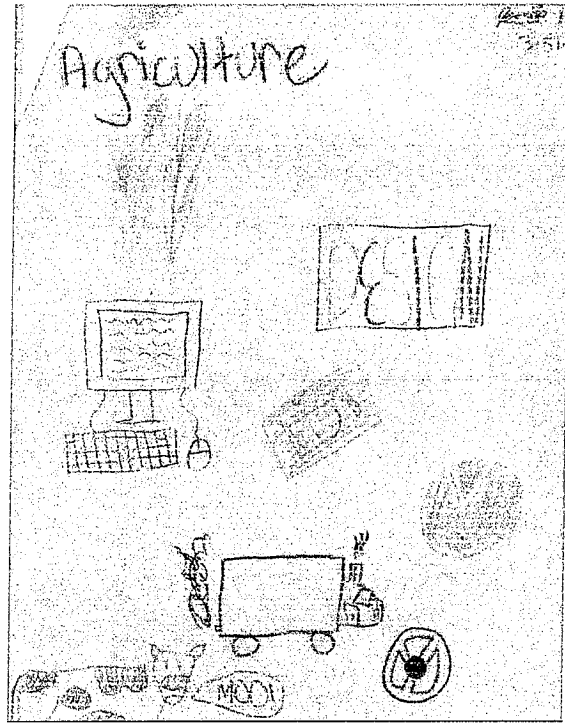
The last day of class is our two part "final". We review for our final by handing out chocolate chips cookies and have the students identify as many different agriculture careers as they can that had a part in creating the cookie they have before them. For the first part of the final, I hand out a blank piece of drawing paper on which I have them write their name and today's date. They are then to draw what comes to mind when they hear or see the word "agriculture". "Yes, this is the same activity we started our class with. But we have spent all term looking at what agriculture is. Draw what comes to your mind now." I give them about eight minutes to work on this. Then I hand back their first day drawings for the second part of the

final. They must write a paragraph that outlines the changes between their first and last day drawings; in other words, how has their perception of agriculture changed?

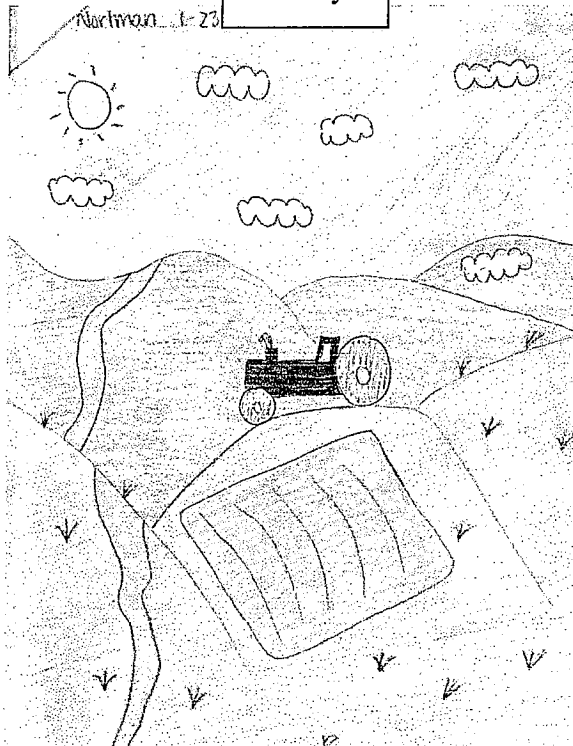
It is extremely satisfying to see what individual students have taken from the class. This activity has worked well with my middle school students because it is fun, simple and effectively helps me evaluate how individual perceptions of agriculture have changed.

Submitted by Brad Markhardt, Black River Falls High School, June 2009

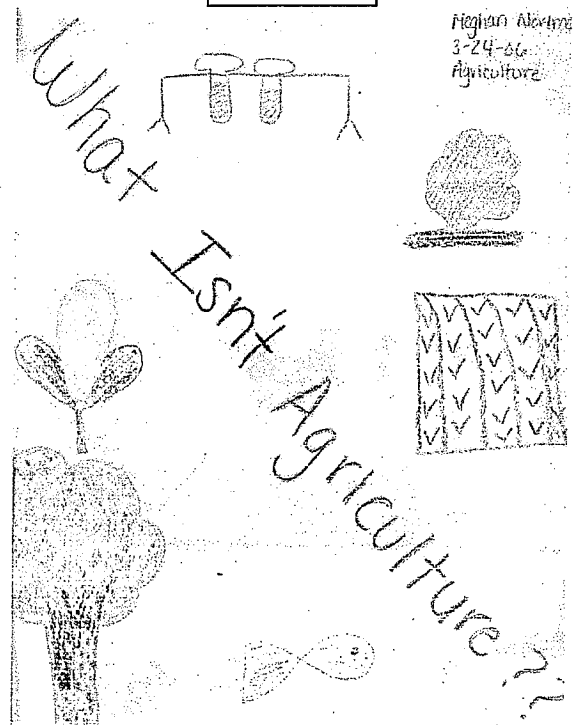
Draw "Agriculture" Activity



1<sup>st</sup> day



last day



Dave Rizzardi- Kewaskum High School

### Going Organic

**Objective:** The goal of this activity is to allow students to investigate various regulations, types of organic farming, and design an organic product with proper packaging.

**Procedure:** Students should be allowed some research time to investigate how to become a certified organic producer. This should involve defining what organic production is, the history of the National Organic Program, transitioning to organic production, choosing a certifying agency, using and obtaining organic seed, requirements to producing organic food, the application and inspection process. A good basic pamphlet from The Institute for Sustainable Agriculture titled **Becoming a Certified Organic Producer**, June, 2007, is a simple resource to get answers to the basic questions. Some computer lab time can also be used to allow students to continue researching and answering some of the basic research questions. Many good websites are listed in the back of the pamphlet. A couple of the good ones are: [www.mosesorganic.org](http://www.mosesorganic.org) Midwest Organic Education Service; [www.newfarm.org](http://www.newfarm.org) Rodale Institute; [www.ocia.org](http://www.ocia.org) (Wisconsin Organic Crop Improvement). Once some basic concepts of organic farming have been researched, we provide some simple organic foods to sample in class. Many times we will also provide non-organic similar foods to compare. Discussion about ingredients, label logos and product names, and cost per ounce are debated in class. See attached handout of three products recently used.

Students are then given the following assignment:

Create your own Organic Food Product. The product must contain at least three ingredients (more are encouraged but keep it simple), have a creative name that will help to sell the product, display a creative logo for the product, establish a package size in ounces, determine the price per package, and create a package example complete with ingredients list and nutrition information. Most of this material can be found on the internet using some existing products found in the marketplace. The true creation of the food product can be organic or non-organic, as the real purpose is to create an interest in product development and marketing.

**Evaluation:** Students are required to present their products and packages to the class. General comments about each product will be used to discuss the merits of each product. Depending on the agriculture program, emphasis can be placed on the production of the organic food product, as in a program with a strong Food Science Lab, or emphasis can be placed on the marketing and advertising component as in an Agribusiness class. Students can work alone or in small groups depending on the department. I like to emphasize the creative naming of the product and compare prices to current products in the marketplace. This activity can take two or three class periods or can be turned into a larger unit with the creation of the food product and the packaging material, again depending on the facilities available in the department.

1



# DATIOS

ORIGINAL  
TOASTED OAT CEREAL

LOW FAT  
LOW SODIUM  
WHEAT FREE  
GOOD SOURCE OF FIBER

INGREDIENTS: ORGANIC WHOLE OAT  
JR, ORGANIC BROWN RICE FLOUR,  
ORGANIC EVAPORATED CANE JUICE,  
ORGANIC OAT BRAN, SEA SALT, NATURAL  
VITAMIN E (TO PRESERVE FRESHNESS)

### Nutrition Facts

Serving Size 1 cup (30g)  
Servings Per Container About 8

Amount Per Serving

Calories 110    Calories from Fat 15

% Daily Value\*

Total Fat	2g	3%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	125mg	5%
Total Carbohydrate	22g	7%
Dietary Fiber	3g	12%
Soluble Fiber	1g	
Insoluble Fiber	2g	
Sugars	2g	
Protein	5g	

Vitamin A 0%    •    Vitamin C 0%  
Calcium 0%    •    Iron 8%

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

Calories:		2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:  
• Carbohydrate 4 • Protein 4

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3

### Nutrition Facts

Serving Size..... 1oz. (28g)  
Servings Per Container..... 8

Amount Per Serving

Calories 140    Calories From Fat 50

% Daily Value\*

Total Fat	6g	9%
Saturated Fat	0.5g	3%
Polyunsaturated Fat	0.5g	
Monounsaturated Fat	5g	
Cholesterol	0mg	0%
Sodium	80mg	3%
Potassium	25mg	1%
Total Carbohydrate	19g	6%
Dietary Fiber	2g	8%
Sugars	0g	
Protein	2g	

Vitamin A 0%    •    Vitamin C 0%  
Calcium 4%    •    Iron 4%

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

Calories:		2000	2500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

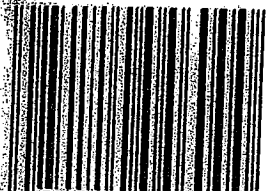
Calories per gram:  
Fat 9    Carbohydrate 4    Protein 4

Ingredients: Stone Ground Organic Masa  
(Organic Yellow Corn, Organic Sprouted  
Yellow Corn), Organic Expeller Pressed  
High Monounsaturated Safflower and/or  
Sunflower Oil, Sea Salt, Trace of Lime\*.

\*Mineral lime is used to process corn into masa.  
Our organic ingredients are certified by Oregon Tilth.  
This product is processed on equipment shared with  
seeds and gluten containing grains.

ORGANIC LITTLE DIPPERS™ BRAND

2



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• www.kettlefoods.com

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this date and the UPC code in all  
correspondence regarding this product.

Kettle, Kettle Tortilla Chips, the Kettle Tortilla  
Chips design, Sesame Blue Moons, and Little  
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### OATY BITES™ INGREDIENTS

Organic whole oat flour,  
organic brown rice flour,  
organic evaporated cane  
juice, organic yellow  
corn flour, organic corn  
meal, organic barley  
malt extract, sea salt,  
natural flavors.

May contain traces of  
peanuts, tree nuts, or soy.

### Nutrition Facts

Serving Size: 3/4 cup (30g)  
Servings Per Package: about 12

Amount Per Serving

Calories 120    165

Calories from fat 10    10

% Daily Value\*\*

Total Fat	1g*	2%	2%
Saturated Fat	0g	1%	1%
Trans Fat	0g		
Cholesterol	0mg	0%	0%
Sodium	80mg	3%	6%
Total Carbohydrate	25g	8%	10%
Dietary Fiber	2g	9%	9%
Sugars	5g		

Protein 3g

Vitamin A	0%	6%
Vitamin C	0%	0%
Calcium	0%	15%
Iron	6%	6%

\* Amount in Cereal. One half cup skim milk contributes  
an additional 40 calories, 65mg sodium, 6g total  
carbohydrate (6g sugars), and 4g protein.

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

Calories:		2,000	2,500
Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

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

NATURE'S PATH FOODS, INC.  
RICHMOND, B.C. V6X 1W3

This product is third-party certified  
organic by Quality Assurance  
International (QAI).

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## Organic Food Q & A Forum

### *What does the term "organic" mean?*

Organic means that the food product has been grown and harvested without the use of synthetic herbicides, fertilizers, pesticides or preservatives. Producers also must follow industry guidelines to be able to call their product "organically grown."

### *Does "organic" mean the food is healthier or better?*

The nutritional value of organic food often is the same as food grown conventionally. The difference is that organic foods are considered by many to be "purer" because they don't contain synthetic pesticides, herbicides, fungicides, or fertilizer. Studies indicate that many chemicals remain on and in fruits and vegetables (especially root vegetables such as carrots) and in meat from animals fed chemically-maintained feeds. The cumulative effect of chemicals is of special concern to parents, for children's quickly growing and dividing cells are more likely to reap the detrimental effects of insecticides and fungicides.

Other benefits are equally important: farm workers and those in the surrounding areas (neighbors, livestock, pets) are not exposed to harmful chemicals, organic amendments are less likely to contaminate our drinking water and they will not kill off beneficial insects and earthworms. Organic farming amendments add humus and enrich the nutritional qualities of topsoil, whereas synthetic fertilization and the one-crop planting prevalent in conventional farming contribute to erosion of the earth's topsoil. And lastly, buying organically-grown farm produce helps support family farms and small-town values, because most organic farms are family-owned farms of less than 100 acres.

### *Why do organic foods cost more if there is less done to the food?*

Here are some of the reasons for higher costs: farming organically is much more labor intensive, farmers have high costs for the natural products they apply (such as earthworm casings and compost) or to meet legal requirements which the small farmer cannot as easily pass on to consumers, frequently the farmer's yield is less per acre, the relatively few organic farmers do not yet enjoy the purchasing power and marketing advantages of the much larger conventional farming industry, and the food products often have higher harvest, shipment and storage costs due to their more narrow time frame for ideal product quality.

As more consumers request organically-grown food and as more farmers turn toward organic production, these costs will come down. Besides, conventional foods *seem* lower because they don't entirely reflect other production-related costs for which the consumer picks up the tab: the costs of regulation; federal crop subsidies; pesticide testing and medical care for workers and others exposed to chemicals (as well as subsequent legal costs); hazardous chemical storage and waste disposal; environmental damage; and energy use for production of farming chemicals.