Welcome 4-H Leaders!

Welcome to the 4-H Exploring Foods Leaders’ Guide. The Leaders’ Guide is to be used with the 4-H member project resource, “Exploring Foods” which is the first in the Foods Project Series. “Exploring Foods” provides the foundations for future exploration and skill development. It is well documented that food choices affect one’s health. We need to understand the principles behind good nutrition, what food is good for us and why. Then we can make the best food choices for our families and ourselves.

This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, recipes to try and ways to know if your members have learned the skills identified. The recipes provided can be substituted. If you substitute recipes, have members make not in their manual.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about food. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections. Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in depth background information on the topics, material lists, suggestions and time requirements for activities. Activating, acquiring, and applying questions are included to engage members’ thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help

To complete this project, members must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Builder 1</strong></td>
<td>Reading a Recipe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify good recipes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the segments of recipes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know how to choose a recipe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rating Recipes</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>• Yogurt Parfait</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>• Wake-Up Shake</td>
<td>13</td>
</tr>
<tr>
<td><strong>Skill Builder 2</strong></td>
<td>Measuring Up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know why accurate measuring is important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare dry and liquid measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Team Measure (optional - not in member manual)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Guess &amp; Check</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>• Breakfast Muesli to Go</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>• Breakfast in a Jiffy</td>
<td>17</td>
</tr>
<tr>
<td><strong>Skill Builder 3</strong></td>
<td>Stock &amp; Organize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the basics for stocking a kitchen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain where to store food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Utensil Mystery (optional - not in member manual)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>• Chicken Nuggets &amp; Sauce</td>
<td>24</td>
</tr>
<tr>
<td><strong>Skill Builder 4</strong></td>
<td>Eating Well</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe why moderation and balance are important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize serving sizes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balloon food (optional - not in member manual)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>• Banana Nut Bread</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>• Cookies!</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>• Lunch Munch</td>
<td>32</td>
</tr>
<tr>
<td><strong>Skill Builder 5</strong></td>
<td>Reading a Label</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know the parts of a food label</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare the nutritive content of foods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Granola Snack Bars</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>• Pita Chips &amp; Hummus</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>• Labelled</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>• Picky Eater</td>
<td>38</td>
</tr>
<tr>
<td><strong>Skill Builder 6</strong></td>
<td>Food Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reduce the risk of food borne illnesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know safe food handling practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Soapy Solutions</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>• Homemade Burgers</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>• Bugged</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>• CCSC Word search</td>
<td>48</td>
</tr>
<tr>
<td><strong>Skill Builder 7</strong></td>
<td>Food Origins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Know where our food comes from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize Manitoba’s agricultural industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Apple Earth</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>• Ate Debate (optional - not in member manual)</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>• Buy Local</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>• Egg and Salsa Burritos</td>
<td>55</td>
</tr>
</tbody>
</table>

When you successfully complete your builders, you will showcase what you have learned.

| Showcase & Portfolio       | Explain success in using the skills listed above | 58   |
|                           | • Showcase Challenge                  |      |
|                           | • My Portfolio Page                   | 59   |
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level of projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and performance. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills – valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour - that is, no “put-downs” – amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learnt throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their work. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Before You Get Started

Food is an integral part of our lifestyle. We eat whether we’re hungry or not, tired, bored, happy, sad, sick, or healthy. Food is consumed sitting, standing, or lying down. We eat alone, in groups, inside, outside, anytime of the day or night.

Today, we forage in supermarkets for food with the world as our marketplace. We demand freshness, quality, quantity, convenience, and healthy safe food from farmers and food processors. With all the choices in the supermarket it is more important than ever to learn to prepare and cook simple, inexpensive, tasty healthy meals and snacks.

We are constantly being challenged by the media to purchase instant, high fat, high sugar, low nutrition fast food. Preparing your own food isn’t just better for your body, it’s easier on your budget and it provides you with the opportunity to socialize by sharing food with friends and family.

And just like learning to ride a bike or speak another language, learning to cook is more effective if we can start early in life and have fun at it!

Guidelines for Food Safety

Because we eat most of our food at home we learn most of our food preparation habits at home including the guidelines for food storage, meal preparation and cooking food. If improper food safety techniques are learned and practised, people can get sick. As a leader, it is important to teach the proper methods of keeping food safe before, after and during meal preparation to young people to ensure they are kept safe from potentially dangerous food borne illnesses. Smart food safety begins at home!

Food safety at the grocery store!

Thinking about food safety begins at the grocery store. It is important – to keep cold food cold and hot food hot while transporting it to your house. Arrange your shopping trip to get food home quickly and into the refrigerator. For transporting food use: coolers, ice packs and thermos containers. Don’t allow raw meat juices to come in contact with other foods, raw or cooked.

What about The Danger Zone?

The most important factor for safe handling of foods and preventing food borne illnesses are the result of poor temperature control. Following the simple rule “Keep hot foods hot and cold foods cold” and out of The Danger Zone (4°C to 60°C or 40°F to 140°F) can prevent many food borne illnesses. Foods that could give you food poisoning should be kept below 4 degrees Celsius or, for hot food, above 60 degrees Celsius (140°F). Low temperatures prevent food poisoning bacteria, which may be present in the food, from multiplying to dangerous levels. High temperatures will kill bacteria and viruses. Because bacteria can grow to unsafe levels between 4 degrees Celsius and 60 degrees Celsius (40°F -140°F) we call it the Temperature Danger Zone. When you get foods home refrigerate and freeze foods immediately. Keep foods in the refrigerator at the temperature of 4°C (40°F) or below. Don’t overload the refrigerator; allow space for the air to circulate. If necessary, remove foods such as soft drinks to make room for potentially hazardous foods.

Is it safe to eat foods, which have been in the Danger Zone?

Less than 2 hours - Refrigerate immediately
Between 2 hours and 4 hours - Use immediately
More than 4 hours - Throw out
When in doubt throw out!!!!

What are the four simple rules for food safety?

Clean - Clean hands, utensils and surfaces often to keep everything clean and free bacteria
Separate - Keeps foods separate to avoid cross contamination
Cook - Cook foods to proper temperatures
Chill - Refrigerate and freeze perishable foods promptly

References for this book include:
Canada’s Food Guide
Kid’s in the Kitchen (2009)
Tips for Food Safety

Attention to food safety guidelines can add to the educational benefits of the 4-H Foods Project while aiding in the prevention of food borne illness.

Hand-washing is one of the best ways to prevent the spread of food borne illness
Have the members wash their hands for at least 20 seconds with soap and warm water before, during and after food preparation
Members with long hair should keep it tied back
Members with wounds or cuts should be covered properly – rubber gloves food preparation
Tasting is an important part of the cooking experience, but can potentially spread germs
Have members use spoons, wooden sticks or tongue depressors for tasting but stress that they should only be use once
Do not let the members use their fingers

Practice safe food handling: cook, chill, separate and clean all the time
Talk about the importance of not coughing or sneezing near food
Teach members to cough or sneeze into their sleeves or into a tissue followed by proper hand-washing before returning to the food

Guidelines for Kitchen Safety

Demonstrate safe cutting techniques (peel away from your hand, keep fingers away from sharp blades, etc) and proper handling of other potentially dangerous blades
Practice safe handling techniques of all utensils and appliances (hot stoves, blenders, knives, etc)
Talk about the importance of preventing choking, by chewing foods well, sitting straight and not talking with food in their mouth
Have a First Aid kit available at all times

Rules for the Kitchen

Establish a list of rules for staying safe in the kitchen. Some examples might be:
- No running or horseplay in the kitchen
- Wash hands
- Keep fingers out of the food
- Read recipes all the way through before starting
- Be patient

Have the members agree to and take ownership of the rules by adding their own rules to the list as appropriate.
Make a poster with the rules on it so the members can read them at all times.
Review the rules once the members arrive to each session – have members take turns reading the rules out loud.

Tips for preparing for recipes:

- Purchase non-perishable ingredients in bulk at the beginning of your 4-H project.
- Purchase perishable items in quantities as listed in activities/recipes before each cooking session.
- Review the recipe with the members and introduce any new cooking terms, foods and utensils they will be using. Give each member and group a copy of the recipe, if using one other than printed in the manuals.
- Have the members or yourself assemble the equipment and ingredients required on trays or on the table.

Feel free to use your own recipes if you think they are appropriate. Also contact commodity groups for recipes using their food products; Flax Council of Canada, Pulse Canada, Manitoba Pork Council, Canola Council or Canada, etc.
FOOD ALLERGIES:

**What is a food allergy?**
A food allergy is an immune system response to a food ingredient that the body mistakenly believes to be harmful. Once the immune system decides that a particular food is harmful, it creates antibodies to it. The next time the individual eats that food, the immune system releases massive amounts of chemicals, including histamine, in order to protect the body. These chemicals trigger different allergic reactions.

**What are common signs of an allergic reaction?**
- Tingling sensation in the mouth
- Swelling of the tongue and throat
- Difficulty breathing
- Hives (small or large red itchy welts)
- Vomiting and diarrhea
- Abdominal cramps

**What is anaphylaxis?**
Anaphylaxis is a severe reaction to a food that has rapid onset and may cause death without emergency treatment.
- Common signs of anaphylaxis
  - Sudden development of hives
  - Swelling of mouth and throat
  - Runny eyes and nose
  - Dizziness
  - Drop in blood pressure

Anaphylaxis is an emergency and must be treated immediately. Each member should have a specific emergency plan with the doses of medication to be given, and the telephone numbers of the ambulance and medical services to be called. Leaders should be trained to recognize symptoms and to administer an injection of the epinephrine and immediately call for an emergency service for transport to the nearest emergency facility.

**What is the best way to avoid food allergy reactions?**
Strict avoidance of the allergy causing food ingredient is the only way to avoid a reaction.
- Read ingredient labels for all foods is the key to maintaining control
- If a product does not contain an ingredient list, allergic individuals should not eat the food
- If unfamiliar with the terms or ingredients contact the food manufacturers

**What are the most common food allergens?**
- Peanuts
- Eggs
- Milk
- Tree nuts
- Wheat
- Sesame seeds
- Seafood
- Sulfites

Have members identify and clarify any allergies they may have. If serious food allergies are reported, ensure that these foods are avoided at all meetings. Make certain that all members, leaders, and parent helpers know the treatment for allergic reactions.

What is food intolerance?
Many people think the terms “food allergy” and “food intolerance” mean the same thing; however, they do not. Food intolerance or food sensitivities occur when the body cannot properly digest a certain component of the food – often because there is not enough of a particular digestive enzyme. Common types of food intolerances or sensitivities include lactose (the sugar in milk), gluten (wheat protein), sulfites (used in food preservatives), monosodium glutamate and artificial food dyes.

What are symptoms of food intolerance?
- Gas
- Bloating
- Abdominal pains/cramps
- Nausea
- Diarrhea
- Slight itching or redness

Keep a record of any member food allergies or intolerances here:

<table>
<thead>
<tr>
<th>Member Names</th>
<th>Allergy/Intolerance</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skill Builder 1: Reading A Recipe

Skills Checklist

- Identify good recipes
- Explain the segments of recipes
- Know how to choose a recipe

Dream it!

Background for Leaders

To initiate and/or reinforce healthy eating practices and better understand the relationship between nutrition, physical activity, and healthful lifestyles, look to Eating Well with Canada's Food Guide. Eating Well with Canada’s Food Guide describes what amounts of food people need for their age and what types of food is needed for a healthy lifestyle. Following Canada's Food Guide will help people get enough vitamins and minerals and other important nutrients; reduce the risk of obesity, Type 2 diabetes, heart disease, certain cancers and osteoporosis; and provide overall health and vitality. Keep in mind that the eating patterns of many Canadians may be quite different based on social environment, heritage, age, gender and financial resources. But we can all benefit from nutrition education whether you are a young child, a student living on their own or 4-H alumni with a new family. You’re never too young or too old to learn more about good nutrition!

Why is reading a recipe important? It helps a cook to:

- Organize and manage their time.
- Learn about many different types of foods and utensils.
- Create a product from start to finish.
- Learn different cooking terms and techniques.

The recipe name tells you what you will be making. Some recipes also give a few words of description about the food or beverage. Nutritional analysis tells how many calories one serving of the recipe contains. It may list fat, protein, carbohydrates, fibre, minerals and vitamins.

The directions tell you the steps you need to take to make the recipe. Always read the directions first, from start to finish.

Some recipes suggest ways of serving the dish you are making or other foods to serve alongside it. Example: Serve with brown rice and asparagus, or serve with tortilla chips.

How should we choose a recipe?

- Will the food appeal to family or guests, as well as you?
- Do you have all the ingredients needed?
- Do you have enough time to make the recipe?
- Do you have the cooking skills and equipment required to make the recipe?
- Do you understand all of the cooking terms?

There are two different types of recipes:

- **Standard:** Ingredients are listed first and separate from the method
- **Narrative/action:** Lists ingredients and measurements amongst the method (e.g. In a small saucepan heat 250 mL of water)

Be prepared to show members examples of these two types of recipes.
Age Considerations

- 9 and up

References

- www.kidshealth.org
- www.kids-cooking-activities.com/non-reader-recipes.html
- www.eggs.ca/

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion. Make sure to read the recipe all the way through. Make sure you have the ingredients, equipment and skills needed to complete the recipe. Make sure you have enough time to prepare the recipe.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipe</td>
<td>A plan or blueprint to guide you as you cook by saying what ingredients you need and how to put them together.</td>
</tr>
<tr>
<td>Serving</td>
<td>The number of people the finished product will feed</td>
</tr>
<tr>
<td>Ingredient</td>
<td>The list of all of the items you will need to make the recipe.</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>The time you will be busy in the kitchen (mixing, mashing, stirring, etc.)</td>
</tr>
<tr>
<td>Cooking Time</td>
<td>The time the food is actually cooking in the oven or on the stovetop</td>
</tr>
</tbody>
</table>

Activating Strategies

Activate member’s prior knowledge about recipes and cooking by asking and discussing the following questions:

- Why is it important to read and follow a recipe? Have them give examples.
- What are certain things to look for in a recipe? Answers might be recipe name, number of servings, nutritional analysis, preparation time, cooking time, ingredients, directions, serving suggestions, etc.
- What you need to prepare before starting a recipe? Brainstorm as a group.
Do it!

Rating Recipes

A recipe, no matter its format, gives ingredients and instructions for a specific food so that it tastes the same every time. Characteristics of a good recipe are:

- A complete list of ingredients and equipment
- Clear step-by-step instructions
- Servings
- Temperature
- Time

Time Required: 20 minutes

Equipment/Supplies: Copies of four different recipes that members can examine for inclusion of segments. Some are included below but feel free to substitute others in.

Instructions

1. Pass out the recipes
2. Have members look at their answers from the Dream It! section and check each recipe for the sections.
3. Members can also comment on formatting, set-up and ingredients that they will like/not like.
4. Members need to choose which recipe is the best.

Sample Recipes

Pancakes #1

Ingredients:
- All-purpose flour
- Granulated sugar
- Baking powder
- Baking soda
- Salt
- Milk
- Eggs

Directions:
- Heat electric griddle to 325°F (160°C).
- Sift flour, sugar, baking powder, baking soda and salt in a medium bowl.
- Whisk milk, eggs and canola oil in a separate bowl.
- Pour wet ingredients into the dry and whisk. Do not over mix.
- Oil electric griddle with canola oil. Pour 1/4 cup (60 mL) batter onto griddle to make pancakes.
- Cook until light brown and then flip and cook other side until light brown.

Ingredients: #2
- 8 eggs
- 1 tbsp (30 mL) chopped fresh parsley
- Salt and Pepper to taste
- 1 large onion chopped
- 1 ½ cups (375 mL) chopped fresh mushrooms
- 2 cups (500 mL) chopped cooked broccoli

Directions:
- Beat eggs with milk, parsley and vegetable seasoning; season with salt and pepper. Set aside. Spray a large non-stick skillet with cooking spray. Heat skillet over medium-high heat.
- Sauté onion and mushrooms for 3 minutes or until liquid has evaporated. Pour egg mixture over onion and mushrooms and reduce heat to medium-low.
- As mixture begins to set, gently move spatula across bottom and sides of skillet to form large, soft curds. Cook until eggs are just partially set. Remove from heat. Spray a 2-quart (2 L) baking dish with cooking spray. Spoon half of the scrambled eggs into baking dish. Sprinkle with half the broccoli and cheese. Repeat layers. Bake in a 325°F (160°C) oven for 15 minutes or until hot.

Yield: 4 servings
**30 Minute Mozzarella:**  

1 cup 3.25% milk (room temperature)  
1/4 tsp liquid rennet  
1/2 tsp salt  

**Steps:**  
1. Mix salt with milk.  
2. Add rennet to milk and stir.  
3. Microwave on high for 10 seconds  
4. Strain off whey.  
5. Microwave for 10 seconds  
7. Microwave for 10 seconds  
8. Transfer clump to paper towel. Press off whey. Flatten, then shape into a ball.

---

**Apple Grape Salad**  

**Ingredients:**  
10 red or green seedless grapes, halved  
1/4 cup (60 mL) chopped walnuts  
1 small apple, cored and chopped  
2 Tbsp (30 mL) salad dressing (or mayonnaise)  
1 tsp (5 mL) granulated sugar  
1 tsp (5 mL) lemon juice  

**Directions:**  
Mix the first 4 ingredients in a medium bowl.  
Stir the remaining 3 ingredients in a small bowl. Pour over the fruit mixture. Toss to coat.  

_Yield:_ 1 1/2 cups (375 mL)

---

**Get Cooking**  

**Yogurt Parfait**  

**Ingredients:**  
1/2 cup (125 mL) fruit-flavoured yogurt  
1/2 cup (125 mL) drained, sliced canned peaches (OR you can use any of your favorite fruits; frozen, fresh or canned)  
1 tbsp (15 mL) granola  

**Directions:**  
Spoon half of yogurt into a clear glass or dessert bowl.  
Top with half of fruit.  
Repeat layers.  
Sprinkle with granola.  

Have members decide whether or not they like this recipe and complete the chart. Have members decide what they would change the next time. Different fruits or flavours of yogurt, using nuts instead of granola, or making more alternating layers are possible answers.

---

**Recipes for Non Readers**  

**Triple Snack Kabob**  

**You will Need:**  
Cheese cubes  
Ham or other meat  
Pineapple chunks  
Toothpicks  

**Assemble together:**  

**Safety Considerations**  

Be careful when opening cans. The cut lids and tins have sharp edges.
Wake - Up Shake

Ingredients:
- 1 banana
- 1 cup fresh, canned or frozen berries (any combination)
- 1 cup (250 mL) milk or vanilla-flavoured soy beverage
- ¾ cup (175 mL) yogurt (vanilla or other flavour that complements berries)

Directions:
In a blender, liquefy fruit with a small amount of the milk.
Add remaining milk and yogurt; blend until smooth. If shake is too thick, add extra milk or soy beverage to achieve desired consistency.

Yield: 4 servings.

Have members decide whether or not they like this recipe and check off the corresponding box in the chart in their manual. Have members decide what they would change the next time.

Dig it!

While enjoying the fruits of your labour, discuss the following:
- What are characteristics of a good recipe?
- Why is it important to read and follow a recipe?
- How is using a recipe, or a blueprint, for cooking and preparing food similar to other activities you or your parents might do? What are some examples?

What's next?

In the next builder, members will learn about precise measurement and why it is important. They will continue to use their recipe reading skills by making healthy breakfast foods.

Leader’s Notes
In the Member Manual

Skill Builder 1: Reading A Recipe

Andy Says...
Recipes are blueprints for cooking. They help manage time, create an edible product, and teach about foods, utensils, and cooking techniques.

Important words
Watch for these important words throughout this builder:
Recipe, Serving, Ingredient, Prep Time, Cooking Time

SKILLS CHECKLIST
- Identify good recipes
- Explain the segments of recipes
- Know how to choose a recipe

Dream it!
A recipe contains ingredients and instructions that help you make food that tastes the same each time. Recipes are written in different formats, but usually have common sections.

There are two different types of recipes:
- **Standard:** Ingredients are listed first and separate from the method
- **Narrative/Action:** Lists ingredients and measurements amongst the method (e.g. In a small saucepan heat 250 ml of water)

Take a look at some different recipes and discuss the similarities and differences between standard and narrative recipes.

Do it!
Rating Recipes
Your leader will pass out some different recipes. Check each for:
- a complete list of ingredients and equipment
- clear step-by-step instructions
- temperature
- time
- servings

Get Cooking
Yogurt Parfait
**Ingredients:**
- 1/2 cup (125 mL) fruit-flavoured yogurt
- 1/2 cup (125 mL) drained, sliced canned peaches (OR you can use any of your favorite fruits; frozen, fresh or canned)
- 1 tbsp (15 mL) granola

**Directions:**
1. Spoon half of yogurt into a clear glass or dessert bowl.
2. Top with half of fruit.
3. Repeat layers.
4. Sprinkle with granola.

More Eats!
www.kidshealth.org has lots of information and fun activities. One is at:
http://kidshealth.org/kd/misc/mission_nutrition.html

Wake-Up Shake
**Ingredients:**
- 1 banana
- 1 cup fresh, canned or frozen berries (any combination)
- 1 cup (250 mL) milk or vanilla-flavoured soy beverage
- 1/4 cup (75 mL) yogurt (vanilla or other flavor that complements berries)

**Directions:**
1. In a blender, liquify fruit with a small amount of the milk.
2. Add remaining milk and yogurt; blend until smooth. If shake is too thick, add extra milk or soy beverage to achieve desired consistency.

More Eats!
Want to create your own recipes? Head to
www.dole5aday.com/HTML/Kids/Games%20%20More%20%20Dairy%20%20Instant%20Creamer.html

Dig it!
While enjoying the fruits of your labour, discuss the following:
- What are characteristics of a good recipe?
- Why is it important to read and follow a recipe?
- How is using a recipe, or a blueprint, for cooking and preparing food similar to other activities you or your parents might do? What are some examples?

What’s next?
Recipes always tell you how much of each ingredient to include when cooking or baking. Learning how to measure these ingredients is important to make sure your food tastes good. You will learn this in the next builder as well as putting your recipe reading skills to practice!
Skill Builder 2: Measuring Up

Skills Checklist
- Know why accurate measuring is important
- Compare dry and liquid measures

Dream it!

Background for Leaders

It is very important to be accurate during measuring. Proper measuring is critical to baking. Baking is a science. When you mix ingredients, you’re creating edible chemistry, so being precise is important. In a recipe, there is a balance between flour, leaveners, fats and liquids.

Measuring spoons come in sets of four or six generally ranging from 1/4 teaspoon (1.25 mL) to 1 tablespoon (15 mL). The spoons that you eat with are not as accurate as graded teaspoons and tablespoons. You can use the same measuring spoons for both liquids and dry ingredients. For liquids, fill the spoon until it is full. For dry ingredients, pour or scoop into the spoon until it’s full, leveling off the spoon with the straight edge of a spatula or knife.

Measuring cups are essential for every kitchen. Measuring cups come in two basic types - dry and liquid. Dry measuring cups range in sizes from 1/4 cup (60 mL) to 4 to 6 cups (1L to 2L) in a set and are usually made of plastic or metal with the measurements on the handle. Use these cups to measure dry ingredients and solid fats, such as shortening. To measure dry ingredients, spoon the ingredient lightly into the measuring cup. Do not shake the cup to make it level. Take the straight edge of a knife or spatula and level off the ingredient. If a recipe calls for a heaping cup, do not level off the cup, instead leave a small mound on top of the ingredients. Sometimes ingredients such as brown sugar, shredded cheese, coconut or herbs are called for as “lightly” or “firmly” packed. Generally, these ingredients are bulkier and can form air pockets if you just spoon and level. Apply light or firm pressure to eliminate air pockets and get a more accurate measurement. Never push the ingredients in so much that you crush the ingredients or you can’t get it out of the measuring cup as this may cause you to over measure. To measure shortening, spoon the ingredients into a cup and pack down firmly with a spoon or spatula to eliminate any air pockets. These days, bakers don’t often have to measure fats because butter and margarine come in conveniently measured sticks and blocks. For measuring fats, an easy way to keep the cup clean is to line a piece of plastic wrap in the cup before measuring.

Liquid measuring cups are available in wide ranges of sizes, the most common being 1 cup (250 mL), 2 cups and 4 cups and are usually made of glass or clear plastic with a pour spout and the measurement on the side. To measure liquids, rest the cup on a level surface and read at eye level. When measuring thick, sticky liquids such as honey, molasses and corn syrup, spray the inside of the measuring glass with non-stick cooking spray or grease with a little oil.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Have members describe the words in terms of their experiences to solidify.

<table>
<thead>
<tr>
<th>Dry Measuring</th>
<th>Used for measuring dry ingredients and solid fats, such as shortening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquid Measuring</td>
<td>Used for measuring liquids</td>
</tr>
</tbody>
</table>

Age Considerations

- Ages 9 and up
Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. Make sure to read the recipe all the way through. Make sure you have the ingredients, equipment and skills needed to complete the recipe. Make sure you have enough time to prepare the recipe.

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Ask members what they had learned in Skill Builder 1 about reading recipes. Discuss how measurements are a crucial part in correctly reading and executing a recipe.

Have members rank the following from smallest (1) to largest (4): cup, litre, tablespoon, and teaspoon. Members should also provide an example of something they think is that big.

Ranking Answers: Teaspoon (1), Tablespoon (2), Cup (3), Litre (4). Size examples might be teaspoon (die, thumb tip), tablespoon (domino), cup (orange, fist, baseball), litre (pencil case).

Do it!

Team Measure - Optional activity (not in members manual)

Time Required: 20 minutes

Equipment/Supplies

Liquid measuring cups (1 of each per team - 1 cup (250mL), 2 cup (500 mL), 1/2 cup (125 mL), 1/3 cup (75 mL), 1/4 cup (50 mL))
Pitchers of water (of at least 4 cups (1L))
Table top, counter or tray

Instructions

- Divide the group into teams of 3 and give each a set of measuring cups and a pitcher of water.
- If you are doing this outside make sure that you have a tray to set the measuring cups on. If you are doing this inside make sure you are near a table or counter top to set the measuring cups on.
- The first member in each team will start by measuring 1 cup (250 mL) of water into the 1 cup (250 mL) measuring cup. The member must walk quickly to the end of the room (or end of a designated area) and back. Once the member is back they must pour ½ into the 2 cup (500 mL) measuring cup and ½ (125 mL) of water into a ½ cup (125 mL) measuring cup.
- The next member in line must then start with a new 1 cup (250 mL) of water in the 1 cup (250 mL) measuring cup. The member must then walk quickly to the end of the room and back. Once the member is back they must pour 1/3 (75 mL) into the 2 cup (500 mL) measuring cup and 1/3 cup (75 mL) of water into the 1/3 cup (75 mL) measuring cup. The third member must then start with a new 1 cup (250 mL) of water in the 1 cup (250 mL) measuring cup, walk quickly to the end of the room and back. Once the member is back, they must pour ¼ cup (50 mL) into the 2 cup (500 mL) measuring cup and ¼ cup (50 mL) of water into the ¼ cup (50 mL) measuring cup and another. The first team to finish should end up with a little more than 1 cup (250 mL) of water in the 2 cup (500 mL) measuring cup if done properly and no water was spilled!
Guess & Check

Time Required: 20 minutes

Equipment/Supplies
- 5 different measuring tools (spoons, liquid and dry containers) with the measurements covered up by tape.

Instructions
Hold up each taped off measuring tool and have members write down what they think it is called and how much it holds. At the end you can reveal the answers for them to record.

Get Cooking

Breakfast Muesli To Go

Ingredients:
- 1 cup (250 mL) large flake or 3 minute oats (non instant)
- 1 cup (250 mL) low fat plain yogurt
- ½ cup (125 mL) skim milk
- 1 tsp (5 mL) liquid honey or maple syrup
- 1 cup (250 mL) berries (fresh or frozen)
- 1 large banana

Directions:
1. In a plastic container, combine oats, yogurt, milk and honey
2. Gently fold in berries
3. Add banana before serving or add to sealable container before taking muesli on the go

Yield: 2 servings [2 cups (500mL) per 1 serving]

Dig it!

While enjoying the breakfast treats, discuss
- What is the difference between dry and liquid measures?
- How do you measure dry and liquid ingredients?
- What happens if you do not use proper measuring tools?
Have members compare and contrast liquid and dry measuring. Compare means to state how they are the same and contrast means to show how they are different. Here is a possible answer:

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Dry and Liquid Measuring</td>
<td>Dry Measuring Only</td>
</tr>
<tr>
<td>Used in the kitchen</td>
<td>Measure dry or solids</td>
</tr>
<tr>
<td>Help our food taste the same every time</td>
<td>Plastic or metal</td>
</tr>
<tr>
<td>Do not shake the container to make level</td>
<td>Measurement on handle</td>
</tr>
<tr>
<td>Available in a wide range of sizes</td>
<td>Spoon into cup</td>
</tr>
</tbody>
</table>

Breakfast in a Jiffy

Recipe Adapted from: www.eggs.ca

Ingredients:
- 2 eggs
- 2 tbsp (30 mL) milk
- 2 tbsp (30 mL) shredded cheddar cheese
- 1 tsp (5 mL) chopped parsley
- Pinch of dried basil or Italian seasoning

Directions:
1. Beat together eggs, milk and seasonings in a microwaveable mug. Cover loosely with plastic wrap, turning it back slightly to vent.
2. Microwave on medium-high 1 to 1-1/2 minutes. Remove plastic and stir. Sprinkle with cheese and parsley; cover and let stand 1 minute.

Variations/Tips: After beating eggs, add any of the following: chopped green onion or chopped green, red or yellow peppers, or chopped cooked vegetables or meats. Substitute shredded mozzarella, Monterey jack, Colby or Swiss cheese for cheddar cheese. For a breakfast on the go, cut a whole-wheat pita bread in half and spoon egg mixture into both pockets.

Yield: 1 serving
What’s next?

Builder 3 helps members learn about stocking and organizing a kitchen. They will continue to practice measuring and reading recipes by making chicken nuggets and dill sauce. Members will need to bring pictures of at least 5 foods for the Dream It! Activity.
In the Member Manual

Skill Builder 2: Measuring Up

Andy Says....
Proper measuring is very important to successful baking and cooking and it is important to use the right tool with the proper ingredients.

Skills Checklist
- Know why accurate measuring is important.
- Compare dry and liquid measures.

Dream it!
How big do you think each of these measurements are? Describe an item that is about as big as each term and put them in order of smallest (1) to largest (4).

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Order (1 - 4)</th>
<th>Object about this size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tablespoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaspoon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do it!
Guess & Check
Your leader will show you different types of measuring tools that have their amounts covered up with tape. It is your job to guess how much is in each container and what it is called. After, your leader will help you fill in the “actual name” and “actual amount” columns.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>How Much</th>
<th>Actual Name</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Up until a couple hundred years ago, Europeans didn’t eat off of plates. They ate off a slab of stale bread or shared a large platter with those sitting beside them. No dishes!

Get Cooking
Breakfast Muesli To Go
Ingredients:
- 1 cup (250 mL) large flake or 3 minute oats (non-instant)
- 1 cup (250 mL) low-fat plain yogurt
- ½ cup (125 mL) skim milk
- 1 tsp (5 mL) liquid honey or maple syrup
- 1 cup (250 mL) assorted berries (fresh or frozen)
- 1 large banana

Directions:
1. In a plastic container, combine oats, yogurt, milk and honey
2. Gently fold in berries
3. Add banana before serving or add to sealable container before taking muesli on the go
4. Enjoy!

Yield: 2 servings [2 cups (500 mL) per serving]

I Like This | I Don’t Like This | Next Time, I Will Change...

From Farming History...
Cheese is a nutritious food made mostly from the milk of cows. It can also be made from sheep, goats, buffalo, reindeer, camels, and yaks. Around 4000 years ago, people began to breed animals and process their milk into cheese.
**Breakfast in a Jiffy**

Recipe Adapted from: www.eggs.ca

**Ingredients:**
- 2 eggs
- 2 tbsp (30 mL) milk
- 2 tbsp (30 mL) shredded cheddar cheese
- 1 tbsp (5 mL) chopped parsley
- Pinch of dried basil or Italian seasoning

**Directions:**
1. Beat together eggs, milk and seasonings in a microwaveable mug. Cover loosely with plastic wrap, turning it back slightly to vent.
2. Microwave on medium-high for 1 1/2 minutes. Remove plastic and stir. Sprinkle with cheese and parsley; cover and let stand 1 minute.

**Variations/Tips:** After beating eggs, add any of the following: chopped green onion or chopped green, red or yellow peppers, or chopped cooked vegetables or meats. Substitute shredded mozzarella, Monterey Jack, colby or Swiss cheese for cheddar cheese. For a breakfast on the go, cut a whole-wheat pita bread in half and spoon egg mixture into both pockets.

**Yield:** 1 serving

<table>
<thead>
<tr>
<th>I Like This</th>
<th>I Don’t Like This</th>
<th>Next Time, I Will Change...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dig It**

Think about the builder and the activities you did...
How did it go? While eating, discuss the list of questions in the Leader Guide. Compare and contrast dry and liquid measuring below.

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Dry and Liquid Measuring</td>
<td>Dry Measuring Only</td>
</tr>
</tbody>
</table>

**What’s next?**

Proper measuring takes practice! Through the rest of Exploring Foods, you will be able to practice by making many recipes. In the next builder, you will learn about the basics of stocking and organizing your kitchen to make sure you have the ingredients you need to make tasty and nutritious meals and snacks! Bring pictures of the different foods for an activity next meeting.
Skill Builder 3: Stock & Organize

Skills Checklist
- Identify the basics for stocking a kitchen
- Explain where to store food

Dream it!

Background for Leaders

There are some foods that are essential for baking and cooking that you should store in your freezer, fridge or pantry. Having these foods on hand will allow you to prepare a wide variety of dishes.

<table>
<thead>
<tr>
<th>Canned goods</th>
<th>Condiments</th>
</tr>
</thead>
<tbody>
<tr>
<td>once opened, must be put in an airtight container and stored in the fridge</td>
<td>unopened, can be stored for about one year in the pantry</td>
</tr>
<tr>
<td>Tomatoes and tomato based goods</td>
<td>Ketchup, relish and mustard</td>
</tr>
<tr>
<td>Beans</td>
<td>Mayonnaise</td>
</tr>
<tr>
<td>Broth</td>
<td>Liquid honey, maple syrup, jam</td>
</tr>
<tr>
<td>Fish</td>
<td>Salsa</td>
</tr>
<tr>
<td>Fruit</td>
<td>Soya Sauce</td>
</tr>
<tr>
<td></td>
<td>Worcestershire sauce</td>
</tr>
<tr>
<td></td>
<td>Olives</td>
</tr>
<tr>
<td></td>
<td>Pickles</td>
</tr>
<tr>
<td></td>
<td>Oils – canola and olive</td>
</tr>
</tbody>
</table>

Traditionally, a **pantry** refers to a room or closet set aside for storing dry goods. Today a pantry is any cool, dry, dark area in your kitchen such as a cupboard, where you store ingredients that do not require refrigeration. Unopened items can be stored in their original airtight containers. After opening, store these items in airtight containers or resealable plastic bags.

<table>
<thead>
<tr>
<th>Sugar – both granulated and brown</th>
<th>Vegetable shortening – pie crusts, greasing pans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour – all purpose</td>
<td>Chocolate products – cocoa, chocolate chips</td>
</tr>
<tr>
<td>Oatmeal</td>
<td>Dried fruit</td>
</tr>
<tr>
<td>Cornstarch – thickening agent</td>
<td>Vanilla extract – flavouring agent</td>
</tr>
<tr>
<td>Baking powder/baking soda – leavening agent</td>
<td>Dried pasta, rice, beans and lentils</td>
</tr>
<tr>
<td>Powdered sugar – frostings</td>
<td></td>
</tr>
</tbody>
</table>

**Flavourings**
- Garlic/Onions
- Vinegars - (distilled white, balsamic cider)
- Dried Herbs - (bay leaves, Italian seasoning, oregano, rosemary, sage, thyme)
- Spices - (all spice, chilli powder, onion powder, cayenne pepper, cinnamon, cloves, coriander seeds, cumin, curry powder, dry mustard, garlic powder, ginger, nutmeg, paprika, pepper, salt.)
You may not be able to change the location of your fridge or stove, but by changing where your kitchen tools, foods and small appliances are stored, you can make your kitchen feel brand new for effective cooking and baking.

- To **organize your kitchen:**
  - Keep a clear area of countertop close to your stove for food preparation
  - Keep the countertop free of clutter such as books and toys
  - Store small appliances you use regularly on the countertop
  - If possible place your toaster, coffee maker and kettle in one area as it becomes an efficient breakfast station
  - Store utensils such as whisks, spoons and tongs close to the stove
  - Store pots and pans close to the stove
  - Store dishes and glasses in a cabinet close to the dishwasher or sink area
  - Group and store related foods together

Only use the cabinet **under the sink** for storing cleaning supplies and garbage. This area is prone to high humidity and occasional leaks. What should you have around the sink?

- Liquid hand-washing soap to get you in the habit of washing your hands before, during and after cooking or baking.
- Liquid dish detergent and paper towels to make cleaning up more efficient.

| Stocking up on some **Basic Kitchen Tools** can help make cooking easier and more enjoyable. The right tool can even help you become a more efficient cook by cutting down on the time spent in the kitchen. |
|---|---|
| **Cutting boards** | **Measuring tools** |
| one designated for raw meats, poultry and fish | liquid and dry cups |
| | spoons |
| **Mixing bowls** | **Vegetable peeler** |
| | |
| **Strainers** | **Whisks** |
| | |
| **Rubber spatulas** | **Food thermometer** |
| | |
| **Grater** | **Potato masher** |
| | |
| **Tongs** | **Ladle** |
| | |
| **Spoons** | **Knives** |
| wooden | chef |
| serving | bread |
| | paring |
| **Appliances** | **Cookware** |
| Food processor | Saucepan |
| Blender | Stock Pot |
| Mixer | Skillet |
| | Roasting pan |
| | Crock pot |
| **Bakeware** | |
| Baking sheets | |
| Cooling rack | |
| Round cake pans | |
| Square/rectangular baking pans | |
| Muffin pans | |
| Pie plate | |
| Loaf pans | |
| Casserole dishes | |
Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;

- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Pantry</th>
<th>A room or closet in which food is stored at room temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>Keeping products for usage at a later date</td>
</tr>
<tr>
<td>Utensils</td>
<td>Any of the instruments or vessels commonly used in a kitchen</td>
</tr>
<tr>
<td>Perishable</td>
<td>Subject to decay, spoilage, or destruction.</td>
</tr>
<tr>
<td>Non-Perishable</td>
<td>Preserved in some manner to prevent rapid spoilage</td>
</tr>
</tbody>
</table>

Age Considerations

- Ages 9 and up

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Discuss:

- What are some important foods you should have in your pantry?
- What are some important foods you should have in your fridge and freezer?
- What are some important foods essential for baking and cooking?

Have members bring pictures of at least five foods. Have three different containers marked “pantry”, “fridge”, and “freezer”. Allow members to deposit their pictures in the container where they think they should store their food. Go through the baskets one at a time and make sure all foods are in the right spot. Members may then glue their pictures or write in the names in the correct column in their manual. If members wish they may draw in additional foods. You may also want to discuss when it is appropriate to freeze foods to prevent food borne illnesses. For example, ground beef needs to be frozen if not being used up within one or two days.
The Utensil Mystery - Optional Activity (not in member manual)

Time Required: 15 minutes

Equipment/Supplies
- A table or tray full of utensils, a towel to cover them up, a watch or timer, pencil and paper for each member

Instructions
1. Remove the towel and let members look at the table of utensils for one minute (or an appropriate length of time).
2. Put the towel back over and let members write down or draw what they remember seeing.
3. Remove the towel and go over the answers. Discuss the purpose of each tool. This is a great game for including weird and unusual utensils like a pastry blender, colander or paring knife.

Get Cooking

Baked Chicken Nuggets

Ingredients:
- 3 skinless, boneless chicken breasts
- 1 cup (250 mL) Italian seasoned bread crumbs
- 1/2 cup (125 mL) grated Parmesan cheese
- 1 tsp (5 mL) salt
- 1 tsp (5 mL) dried thyme
- 1 Tbsp (15 mL) dried basil
- 1/2 cup (125 mL) butter, melted

Directions:
1. Preheat oven to 400°F (200°C).
2. Cut chicken breasts into 1 1/2 inch (4 cm) size pieces. In a medium bowl, mix together the bread crumbs, cheese, salt, thyme and basil. Mix well.
3. Put melted butter in a bowl or dish for dipping.
4. Dip chicken pieces into the melted butter first, then coat with the breadcrumb mixture. Place well coated chicken pieces on a lightly greased cookie sheet in a single layer, and bake in the preheated oven for 20 minutes.

Yield: 6 servings

Have members decide whether or not they like this recipe and what they would change about it.

Safety Considerations: Be careful with the use of the oven and hot stove. You will want to demonstrate proper use of oven mitts. Remind members to turn their pot handles inward so no one runs into them and knocks them off. You may want to sauté the onions so that the members do not burn themselves with hot oil.

Dill Sauce adapted from: Canola Harvest: The Right Choice Recipe Book

Ingredients:
- 2 tbsp (30 mL) Canola oil
- 2 tbsp (30 mL) finely chopped onions
- 1 tsp (15 mL) flour
- 2 tbsp (30 mL) white wine vinegar
- 1 tsp (5 mL) dillweed
- 1 1/2 tsp (7 mL) sugar
- 1/2 tsp (2 mL) salt
- 1 cup (250 mL) sour cream

Directions:
1. Sauté the onions in the canola oil until partially cooked. Add flour, white wine vinegar, dill weed, sugar, and salt.
2. Stir until well blended. Whisk sour cream into mixture until creamy. Whisk well for 2-3 minutes. Do not boil.
3. Use as a dipping sauce for Baked Chicken Nuggets or serve over fish or vegetables.

Yield: 1 cup (250 mL)
**Dig it!**

While enjoying the food you’ve prepared, discuss:

- Why is it important to use the right cooking utensil?
- Why is it important to properly store perishable and non-perishable food items?
- How would you explain the difference between non-perishable and perishable food items?

If you have time, as an additional discussion, have members think of items that could be used instead of a flipper, rolling pin, ladle, and whisk.

Allow members to be creative but some answers might be:

- Flipper - tongs
- Rolling Pin - cans of soup, glass
- Ladle - slotted spoon, spoon
- Whisk - fork, spoon, slotted spoon,

**What’s next?**

The next builder examines healthy eating according to Canada’s Food Guide and the five food groups. Canada’s Food Guide to Healthy Eating is attached to both the Leader Guide and Member Manual.
Skill Builder 3: Stock & Organize

Andy Says....

Not all foods are stored the same way. To keep products fresh and edible, you need to know if they belong in the pantry, fridge or freezer. When food is stored in the wrong place, it can make you sick if you eat it.

Important Words

Watch for these important words in this builder: Pantry, Storage, Utensils, Perishable, Non-Perishable

Dream it!

Cut some pictures of your favourite foods out of flyers or magazines. Sort through them with your leader and other members for those that should be stored in the pantry, fridge, and freezer. Paste your pictures or write their names in the correct column below. You may draw in more if you want to.

<table>
<thead>
<tr>
<th>Stored in Pantry</th>
<th>Stored in Fridge</th>
<th>Stored in Freezer</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Pantry Icon]</td>
<td>![Fridge Icon]</td>
<td>![Freezer Icon]</td>
</tr>
</tbody>
</table>

More Eats!

Play the game at: http://www.glasgowsw.co.uk/asa_interactives/Frd4jload.swf to learn more about proper refrigerator food storage.

Andy Says....

From pancake syrup to snack foods to soft drinks and desserts, people in Canada eat so much sugar that it adds up to nearly 250 g per person every day or 70 kg per person per year.

Do it!

Get Cooking

Baked Chicken Nuggets

Ingredients:
- 3 skinless, boneless chicken breasts
- 1 cup (250 mL) Italian seasoned bread crumbs
- 1/2 cup (125 mL) grated Parmesan cheese
- 1 tsp (5 mL) salt
- 1 tsp (5 mL) dried thyme
- 1 Tbsp (15 mL) dried basil
- 1/2 cup (125 mL) butter, melted

Directions:
1. Preheat oven to 400°F (200°C).
2. Cut chicken breasts into 1 1/2 inch (4 cm) size pieces. In a medium bowl, mix together the bread crumbs, cheese, salt, thyme and basil. Mix well.
3. Cut melted butter in a bowl or dish for dipping.
4. Dip chicken pieces into the melted butter first, then coat with the breadcrumb mixture. Place well coated chicken pieces on a lightly greased cookie sheet in a single layer, and bake in the preheated oven for 20 minutes.

Yield: 6 servings

Dill Sauce

Adapted from Canada Harvest: The Right Choice Recipe Book

Ingredients:
- 2 tbsp (30 mL) Canada oil
- 2 tbsp (30 mL) finely chopped onions
- 1 tbsp (15 mL) flour
- 2 tbsp (30 mL) white wine vinegar
- 1 tsp (5 mL) dillweed
- 1/2 tsp (7 mL) sugar
- 1/2 tsp (2 mL) salt
- 1 cup (250 mL) sour cream

Directions:
1. Sauté the onions in the canola oil until partially cooked. Add flour, white wine vinegar, dill weed, sugar, and salt.
2. Stir until well blended. Whisk sour cream into mixture until creamy. Whisk well for 2-3 minutes. Do not boil.
3. Use as a dipping sauce for Baked Chicken Nuggets or serve over fish or vegetables.

Yield: 1 cup (250 mL)

I Like This | Don't Like This | Next Time, I Will Change...
---|---|---
In the Member Manual

Dig it!

While enjoying the food you’ve prepared, discuss:

- Why is it important to use the right cooking utensils?
- Why is it important to properly store perishable and non-perishable food items?
- How would you explain the difference between non-perishable and perishable food items?

What's next?

Skill Builder 4 will teach you about Canada’s Food Guide and how to make healthy food choices. Eating well plays a very important part in staying in shape and having the energy to do all your activities.
Skill Builder 4: Eating Well

Skills Checklist

- Describe why moderation and balance are important
- Recognize serving sizes

Dream it!

Background for Leaders

Life is about moderation and balance. Too much sleep and you never get anything done; too little and you are tired. Too much food and you are stuffed; too little and you are hungry. If you eat the right amount of food your body will run smoothly, you will be healthy weight and size and you’ll look and feel great.

If you eat too much and don’t exercise, you can gain weight and might not feel as good. If you don’t eat enough, your body won’t have enough energy to run around and be active. Moderation in eating is basically all about watching portion sizes. A healthy portion size is the amount of a food that a person eats. When you are given a larger portion of food, you are likely to eat more.

What does a serving from Canada’s Food Guide look like? A serving is a measured amount of food according to Canada’s Food Guide. You don’t need to weigh or measure foods to know the serving size.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity Represented</th>
<th>Food Represented</th>
<th>I Food Guide Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball, light bulb or fist</td>
<td>1 cup (250 mL)</td>
<td>Cold cereal, salad, fruit or milk</td>
<td>Grains, Fruit and Vegetable, and Milk</td>
</tr>
<tr>
<td>Tennis ball</td>
<td>¾ cup (175 mL)</td>
<td>Hot cereal, yogurt, beans, lentils</td>
<td>Grain, Milk and Meat</td>
</tr>
<tr>
<td>Computer Mouse</td>
<td>½ cup (125 mL)</td>
<td>Vegetables, tomato sauce, potato, pasta, rice</td>
<td>Fruit and Vegetables and Grains</td>
</tr>
<tr>
<td>Deck of Cards</td>
<td>2 ½ oz (75 g)</td>
<td>Meat, chicken, fish, French fries</td>
<td>Meat, Other</td>
</tr>
<tr>
<td>Hockey Pucks</td>
<td></td>
<td>Mini bagel, bun, mini potato</td>
<td>2 Grain products, Fruits and Vegetable</td>
</tr>
<tr>
<td>Dice or Thumb tip</td>
<td>1 tsp (5 mL)</td>
<td>Butter, Sugar cube</td>
<td>Other</td>
</tr>
<tr>
<td>Two volt batteries or two thumbs</td>
<td>1 ½ oz (50 g)</td>
<td>Cheese</td>
<td>Milk</td>
</tr>
</tbody>
</table>

What does a Healthy Plate look like? Divide your plate into 3 sections:
½ (one half) should be fruits and vegetables
¼ (one quarter) should be grains or potatoes
¼ (one quarter) should be meat and alternatives
Choose a medium sized plate (about the size of a small Frisbee) to keep your portions healthy. If you have a large plate, only fill the middle – don’t fill a large plate right to the edge.
Here are some ways to maintain moderation and balance . . .

- Choose the right portion size for your body size and activity level
- Eat within the first two hours of waking up
- Eat at least 3 meals a day
- If meals are more than five hours apart have a snack – preferably fruit or vegetables.
- At meals, eat more fruits and vegetables than other foods
- Don’t eat food like ice cream and chips out of the container or bag. Put a smaller portion on a plate or in a bowl and put the bag right away.
- Serve yourself in the kitchen.
- Put leftovers away before you eat. Food on the table makes it easier to eat more food.
- Try not to eat food in front of the television.
- Wait 20 minutes before taking a second helping.
- Don’t skip meals. Your body needs regular meals and snacks to keep you going all day.
- Your body needs food; to help you grow; to make your body function properly and to give you energy.
- Eat when you are hungry, not out of habit, your body will tell you when its time to refuel.
- Be active! The balance between nutrition and physical activity is very important for overall health.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions

<table>
<thead>
<tr>
<th>Age Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderation</strong></td>
</tr>
<tr>
<td><strong>Balance</strong></td>
</tr>
<tr>
<td><strong>Healthy Eating</strong></td>
</tr>
<tr>
<td><strong>Portion</strong></td>
</tr>
</tbody>
</table>

- Ages 9 and up

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Show members Canada’s Guide to Healthy Eating
- Have members complete the food web about what they think they need to eat healthy. They may add on more lines if they wish. The answers at the end of the line may be drawn in or written in. Another option would be to cut and paste from magazines. A sample answer is provided on the next page.
**Do it!**

**Balloon Food - Optional Activities (not in member manual)**

**Time Required:** 15 minutes

**Equipment/Supplies**
- Yellow balloons (grain products), Red balloons (meat and alternatives), Green balloons (fruits and vegetables), Blue balloons (milk and alternatives), Pink balloons (other)
- Music player and music
- Yellow, red, green, and blue crayons for the members to use in their book

**Instructions**

1. Have the members blow up the balloons.
2. Have the members stand in a circle and explain to them that the yellow balloons represent grain products, red balloons represent meat and alternatives, green balloons represent fruits and vegetables, blue balloons represent milk and alternatives and pink balloons represent the “other” group.
3. Start the music. Have the members keep the balloons up in the air, bopping the balloons back and forth to one another. Stop the music.
4. Have each member grab a balloon. Have the members go around and name a food from the food group represented by the colour of the balloon that they are holding.
5. If a member answers the food group incorrectly, have them sit out (each member who sits out can have a turn controlling the music).
6. The last member to sit out is the winner.
7. Have members colour the balloons in their book according to the game they just played.
Get Cooking

Banana Nut Bread

Ingredients:
- 1 ½ cups (375 mL) whole wheat flour
- 1 ½ cups (375 mL) ripe, mashed bananas (3 large)
- ½ cup (125 mL) walnut pieces
- ½ cup (125 mL) honey
- ¼ cup (60 mL) butter or margarine
- 2 Eggs, beaten
- 2 teaspoons (30 mL) baking powder
- ¼ cup light vegetable oil
- ½ tsp (7.5 mL) salt
- optional: ½ cup (125 mL) dates or apricots, chopped

Directions:
1. Mix all dry ingredients together. Mash the ripe bananas. Cream the honey and butter/oil and blend in the bananas. Preheat the oven to 350°F (160°C).
2. Grease and flour dust a 4" x 8" loaf pan.
3. Little by little fold the dry mixture, honey mix, and beaten eggs together in a bowl. When fairly uniform pour into the pan and level the batter.
4. Bake 70 minutes or longer until the crust is golden brown and a toothpick comes out dry. Storing the wrapped bread in the cupboard for a few days develops a richer flavour.

Note: You may want to make this first and then do the activities while it bakes.

Cookies!

Ingredients:
- ⅛ cup (60 mL) soft non-hydrogenated margarine
- 6 tbsp (90 mL) brown sugar
- 6 tbsp (90 mL) white sugar
- 1 egg
- ⅛ tsp (1 mL) vanilla extract
- ⅛ tsp (1 mL) baking soda
- 1 tsp (5 mL) hot water
- ⅓ cup (125 mL) unsalted, shelled sunflower seeds
- ¼ cup (60 mL) all-purpose flour
- ¼ cup (60 mL) whole-wheat flour
- ¼ cup (60 mL) large-flake rolled oats
- ¼ cup (60 mL) chocolate chips
- ¼ cup (60 mL) raisins
- 3 tbsp (45 mL) natural wheat bran
- 3 tbsp (45 mL) wheat germ

Directions:
1. Preheat oven to 350° F (175°C).
2. In large bowl, cream margarine, brown sugar, granulated sugar until fluffy.
3. Stir in beaten egg, vanilla, and baking soda dissolved in hot water.
4. Add sunflower seeds, flours, oats, chocolate chips, raisins, bran, and wheat germ. Combine ingredients thoroughly.
5. Drop a spoonful of batter at a time onto non-stick or lightly greased cookie sheets.
6. Bake in 350° F (175°C) oven for about 10 minutes.

Yield: 18 cookies

Resources:
- Food Fact Sheets - www.kids-cooking-activities.com/food-facts.html
- Nutrition Labelling - www.healthyeatingisinstore.ca/
- Ag in the Classroom - www.aitc.mb.ca/
Lunch Munch

Time Required: 30 minutes

Equipment/Supplies

- Grocery store flyers or Food magazines
- Scissors
- Construction paper
- Glue
- Markers/Crayons

Instructions

Have the members divide the construction paper into 5 sections (each representing a day of the school week, Monday-Friday).

Have the members cut out food from the flyers and magazines that would be appropriate yet creative for school lunches while keeping within the brown bag Olympic criteria.

Each lunch must:
- Have foods from the four food groups of Canada's Food Guide
- Provide nutrients for growth
- Not be deep fried
- Not stick to teeth
- Have limited artificial flavouring, colouring and preservatives

Encourage the members to come up with creative healthy lunches that are different for each day of the week.

After the members have finished cutting and pasting, have them pick what they think are their best two lunches and rate them in the rubric in their book. If their lunch meets the criteria, they give it 1 point, if not, 0 points. At the end they add up all the points and the one with the most points out of eight is their best lunch.

Dig it!

What are the four food groups and what nutrients do each provide (calcium, vitamins, protein, fibre)?
What are some creative food ideas that you include in your lunches at home?
What factors influence your food choices?

Have members fill the inner circle in their books with foods they have eaten over the last 24 hours. In the outer circle, have members describe where they were, when it was, why they ate that, who they were with, how they felt, etc. Discuss the groups answers. As a society we tend to eat when we gather in groups. Some people eat when they are sad and some people eat when they are happy.
Remind members that the key to healthy eating is moderation and balance.

What's next?

The next skill builder is about reading a label to make informed decisions. The nutrition facts table, ingredient list, and nutrition claims will all be scrutinized.

Leader's Notes
In the Member Manual

Skill Builder 4: Eating Well

Andy Says...
Life is about moderation and balance. Too much or too little of anything is not good. When eating, you want a plate to be half fruits and vegetables, a quarter meat or alternatives, and a quarter grains or potatoes. Compare this to your last meal. Canada’s Food Guide is attached to your manual, use it as a guide for the activities in this builder.

SKILLS CHECKLIST
- Describe why moderation and balance are important
- Recognize serving sizes

Important Words
Watch out for these important words in this builder:
Moderation, Balance, Healthy Eating, Portions

Dream it!
What should you be eating to be healthy? Complete the web with at least 5 words or pictures.

Banana Nut Bread

Ingredients:
- 1 1/2 cups (375 mL) whole wheat flour
- 1 1/2 cups (375 mL) ripe, mashed bananas (3 large)
- 1/4 cup (125 mL) walnut pieces
- 1/4 cup (125 mL) honey
- 1/2 cup (60 mL) butter or margarine
- 2 eggs, beaten
- 2 teaspoons (10 mL) baking powder
- 1/2 tsp (7.5 mL) salt
- optional: 1/2 cup (125 mL) dates or apricots, chopped

Instructions:
- Mix all dry ingredients together. Mash the ripe bananas. Cream the honey and butter and blend in the bananas. Preheat the oven to 350°F (175°C).
- Grease and flour dust a 4" x 8" loaf pan.
- Little by little fold the dry mixture, honey mix, and beaten eggs together in a bowl. When fairly uniform pour into the pan and level the batter.
- Bake 70 minutes or longer until the crust is golden brown and a toothpick comes out dry. Storing the wrapped in the cupboard for a few days develops a richer flavour.

Cookies

Ingredients:
- 1/4 cup (60 mL) soft non-hydrogenated margarine
- 6 tbsp (90 mL) brown sugar
- 6 tbsp (90 mL) white sugar
- 1 egg
- 1 tsp (5 mL) vanilla extract
- 1/2 tsp (1 mL) baking soda
- 1 tsp (5 mL) hot water
- 1/2 cup (125 mL) unsalted, shelled sunflower seeds
- 1/4 cup (60 mL) all-purpose flour
- 1/4 cup (60 mL) whole-wheat flour
- 1/4 cup (60 mL) large-flake rolled oats
- 1/4 cup (60 mL) chocolate chips
- 1/4 cup (60 mL) raisins
- 3 tbsp (45 mL) natural wheat bran
- 3 tbsp (45 mL) wheat germ

Instructions:
- Preheat oven to 350°F (175°C).
- In large bowl, cream margarine, brown sugar, granulated sugar until fluffy. Stir in beaten egg, vanilla, and baking soda dissolved in hot water.
- Add sunflower seeds, flours, oats, chocolate chips, raisins, bran, and wheat germ. Combine ingredients thoroughly.
- Drop a spoonful of batter at a time onto non-stick or lightly greased cookie sheets. Bake in 350°F (175°C) about 10 minutes.

Yield: 18 cookies

From Farming History...
An average family of Irish labourers would eat up to 20 kgs of potatoes every week. Since this was almost all they ate, about one million Irish died in 1846 and 1847 due to the potato famine.

Get Cooking
In the Member Manual

**Lunch March**

Split a piece of construction paper into 5 sections, 1 for each school day of the week. Cut foods from flyers and magazines to create a lunch for school. Pick your best two lunches and score them on the chart below to see which one you should take.

**What you will need:** construction paper, flyers, glue, scissors, markers, crayons

<table>
<thead>
<tr>
<th>Scoring Item</th>
<th>Lunch #1</th>
<th>Lunch #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has something from the grains category (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has something from the fruits &amp; vegetable category (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has something from the dairy category (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has something from the meats &amp; alternatives category (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides nutrients for growth (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing deep fried (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Won’t stick to teeth (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited artificial flavouring, colouring, and preservatives (1 point)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL (out of 8 points)

**Dig it?**

When, Where, Why, With who, How I felt when I ate each food

**Foods I Ate Today**

Think about this builder and the activities you did...
- Review the skills checklist on page 11.
- What skills have you developed?
- Do you need more practice?

**What’s next?**

Part of making healthy food choices is knowing how to read labels. In the next builder you are going to find out how food labels provide information to help you choose healthy and tasty foods! You will need to bring a couple empty food items to analyze.
Dream it!

Background for Leaders

It’s important to read a food label because food labels provide information to help you make informed food choices. The information on a food label helps you to:

- Evaluate a food’s nutritional value
- Know more about the health or nutrition benefits of products
- Compare nutritional value of similar food products
- Identify ingredients that may cause a reaction if you have a food allergy
- Choose foods that are right for you

In 2003, Health Canada published regulations requiring food manufacturers to provide specific nutrition information on packaged food labels. The regulations became mandatory for large food manufacturers on December 12, 2005.

Large Canadian food manufacturers are now required to provide a standard food label for most prepared food: breads, cereals, canned and frozen foods, snacks, desserts and drinks. Conventional foods including raw products (fruits, vegetables and fish) remain voluntary.

By law, three important pieces of information must be found on the label of most Canadian packaged foods.

#1. The Nutrition Facts Table
The nutrition facts state the serving size, number of calories and nutrients of that food. It’s important to remember that all of this information applies to one serving.

- **Serving Size** - this is provided in familiar units such as cups, grams or pieces. The rest of the information on the table applies to this amount.
- **Calories** - a measure of how much energy you get from one serving of the food product.
- **% of Daily Value** - the amount of nutrients compared to what is recommended.

**Nutrient Amounts** - lists 13 core nutrients: fat, saturated fat, trans fat, sodium, fibre, cholesterol, vitamin A, vitamin C, calcium, iron, carbohydrate, sugar, protein

<table>
<thead>
<tr>
<th>Quick Guide to % of Daily Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% or less is low – use for fat, sodium and cholesterol</td>
</tr>
<tr>
<td>10% or less is low – use for saturated and trans fat</td>
</tr>
<tr>
<td>15% or more is high – use for fibre, calcium, iron and vitamins A and C</td>
</tr>
</tbody>
</table>

#2. Ingredient List
The ingredient list provides an overview of what is in the food. Ingredients are listed by weight from most to least. Ingredients lists are useful for people with food allergies or those who avoid or limit certain ingredients in foods.
#3. Nutrient Content Claims

Nutrient content claims tell you about important nutritional features of a food. A food must meet government standards before it can display a content claim about a nutrient. For example:

- No sugar added or unsweetened
- No salt added or unsalted
- Low - Products that contain a very small amount of the nutrient
- Reduced - At least 25% less of a nutrient compared with a similar product
- Light or lite - The label must say what is light about the food; colour, texture, flavour or reduced (fat, sugar, salt)
- Source - Product contains a significant amount of the nutrient
- Free - Products contain an amount so small, health experts consider it nutritionally insignificant

A nutrient claim can also highlight a relationship between what you eat and different diseases. Examples of a relationship health claim include:

- A healthy diet low in saturated and trans fats may reduce the risk of heart disease
- A healthy diet rich in fruits and vegetables may help reduce the risk of some types of cancers

**Important Words**

Here are some examples of how to use the “important words” to increase the members understanding:

- Ask members to form a mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Food Labels</th>
<th>Information provided about the food that can help people make healthy choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Daily Value</td>
<td>The percent of your recommended daily value that the labeled food provides</td>
</tr>
<tr>
<td>Calorie</td>
<td>A unit of energy-producing potential supplied by food and released upon oxidation by the body</td>
</tr>
<tr>
<td>Serving Size</td>
<td>The amount of food that the nutrition amounts are calculated for</td>
</tr>
</tbody>
</table>

**Age Considerations**

- Ages 9 and up

**Thinking Ahead**

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

**Preparing for Success**

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Activating Strategies**

- Is it important to read food labels when you are grocery shopping?
- What are things you should look for on a food label?
- Have members create a food label for their favourite food or the ideal food. Use a website or
Get Cooking

Granola Snack Bars

Ingredients:
- 1/4 cup (60 mL) margarine
- 4 cups (1 L) miniature marshmallows
- 1 cup (250 mL) rolled oats
- 1 cup (250 mL) crushed graham crackers
- 1/2 cup (125 mL) flax seed
- 1/2 cup (125 mL) raisins, chopped
- 1/4 cup (60 mL) raw sunflower seeds, shelled
- 1/4 cup (60 mL) unsweetened fine coconut

Directions:
1. In a large saucepan, over low heat, melt margarine.
2. Add marshmallows, cook, stirring constantly until marshmallows are melted and mixture is smooth.
3. Remove from heat.
4. Stir in oats, graham crumbs, flax seed, raisins, sunflower seeds and coconut until thoroughly coated.
5. Press into a greased 9 x 13 inch (22 x 33cm) pan.
7. Cut into 6 rows lengthwise and 4 crosswise.
8. Dried fruit may be added.

Yield: 24 bars

Hummus

Ingredients:
- 1 can (15 to 16 ounces) garbanzo beans, drained and liquid reserved
- ½ can sesame seeds
- 1 clove garlic, cut in half
- 3 tablespoons (45 mL) lemon juice
- 1 teaspoon (15 mL) salt
- Pita bread wedges, crackers or raw vegetables

Directions:
1. Place bean liquid, sesame seeds and garlic all in the blender. Cover and blend on high speed until mixed.
2. Add beans, lemon juice and salt. Cover and blend on high speed, stopping blender to occasionally scrape down the sides.
3. Spoon into serving dish and serve with pita wedges or vegetables.
4. Serve this Middle Eastern favourite as a dip, a spread, sandwich filling or as a salad.

Yield: 2 cups (500 mL)

Pita Chips

Ingredients:
- 1 small Pita bread
- 1 tbsp (15 mL) Oil
- 1 tsp (5 mL) Italian seasoning
- 1 tsp (5 mL) Garlic powder
- 1 tsp (5 mL) Onion powder
- 1 tsp (5 mL) Basil
- 1 tsp (5 mL) Parsley

Directions:
1. Preheat oven to 450°F.
2. Cut pita bread into 6-8 triangles.
3. Brush both sides of pita bread with oil.
4. Sprinkle with seasonings.
5. Put pita pieces on a cookie sheet and bake for 5 minutes or until golden brown.

Yield: 1 serving
Labelled

Time Required: 30 minutes

Equipment/Supplies
- Food labels from a variety of food products (fresh, canned and frozen)
- Pens/paper

Instructions
1. The law requires product labels to include name of product, nutritional information, ingredient list, storage and handling, preparation instructions, expiry date, name and address of company. Have members pick two labels and find all of the above. There is a checklist in their book.

Adaptations:
Give two labels of two similar food products with differences in the nutritional information.
- Have the members examine the labels and choose the “healthier” food based on the nutritional information (fat, fibre, sugar, calories, vitamins, protein, etc.)
- Have the members choose the products they would consider buying based on being “healthy” and “not as healthy.”

Dig it!

Picky Eater

Equipment/Supplies
- A large box or bag
- Enough empty food product packages, food labels or food pictures for each member (a variety of foods from all four food groups, fresh, frozen or canned).

Instructions
Have the members sit in a circle so that everyone can see the different products and hear one another. Place the food product packages, labels or food pictures into the box/bag. Have each member take one or two items.
Going around the circle, have each member describe their food product to the group and discuss the advantages and disadvantages to purchasing that product using the labels.
Discuss if the product is grown locally in Canada or in their province.
Discuss whether or not that member would buy that product – if so why or why not.
Discuss storage and food group to draw on previous builders’ knowledge.
What’s next?
Builder 6 is about food safety. Cook, chill, separate, and clean are four words that can prevent food borne illnesses from making people sick. The safety zone will be used to keep food healthy.
In the Member Manual

Skill Builder 5: Reading Labels

Andy Says....
Large Canadian food manufacturers are now required to provide a standard food label for most prepared foods: breads, cereals, canned and frozen foods, snacks, desserts and drinks. Conventional foods including raw products (fruits, vegetables and fish) remain voluntary.

SKILLS CHECKLIST
- Know the parts of a food label
- Compare the nutrient content of foods

Important Words
Watch for these important words in this builder:
Food Labels, % of Daily Value, Calories, Serving Size

Dream it!
Fill in the numbers for what you think the food label for your favourite food is. Check with your leader, use a search engine for “nutritional analysis of _”, or an actual food label to see if you are close and record the actual numbers.

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td></td>
</tr>
<tr>
<td>Fat</td>
<td>%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>%</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td></td>
</tr>
<tr>
<td>Fibre</td>
<td>%</td>
</tr>
<tr>
<td>Sugars</td>
<td>%</td>
</tr>
<tr>
<td>Protein</td>
<td>%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>%</td>
</tr>
<tr>
<td>Calcium</td>
<td>%</td>
</tr>
<tr>
<td>Iron</td>
<td>%</td>
</tr>
</tbody>
</table>

Hummus
Ingredients:
• 1 can (15 to 16 ounces) garbanzo beans, drained and liquid reserved
• ½ cup sesame seeds
• 1 clove garlic, cut in half
• 3 tablespoons (45 mL) lemon juice
• 1 teaspoon (5 mL) salt
• Pitta bread wedges, crackers or raw vegetables

Directions:
1. Place bean liquid, sesame seeds and garlic all into the blender. Cover and blend on high speed until mixed.
2. Add beans, lemon juice and salt. Cover and blend on high speed, stopping blender to occasionally scrape down the sides.
3. Spoon into serving dish and serve with pita wedges or vegetables.
4. Serve this Middle Eastern favourite as a dip, a spread, sandwich filling or as a salad.

Yield: 2 cups (500 mL)

I Like This | Don't Like This | Next Time, I Will Change...
--- | --- | ---

Pita Chips
Ingredients:
• 1 small Pita bread
• 1 tbsp (15 mL) Oil
• 1 tsp (5 mL) Italian seasoning
• 1 tsp (5 mL) Garlic powder
• 1 tsp (5 mL) Onion powder
• 1 tsp (5 mL) Basil
• 1 tsp (5 mL) Parsley

Directions:
1. Preheat oven to 450°F.
2. Cut pita bread into 6-8 triangles.
3. Brush both sides of pita bread with oil.
4. Sprinkle with seasonings.
5. Put pita pieces on a cookie sheet and bake for 5 minutes or until golden brown.
6. Cool and dip into freshly made salsa or hummus.

Yield: 1 serving

I Like This | Don't Like This | Next Time, I Will Change...
--- | --- | ---

From Farming History...
Peanut Butter was invented by George Washington Carver who wanted to help poor farmers in the southern States. He developed 325 uses for peanuts!
In the Member Manual

Labelled
Health Canada has specified what labels need to be on Canadian products. Pick two labels and see if they have all of the following information:

- Name of Product
- Nutritional Information
- Ingredient List
- Storage and Handling
- Preparation Instructions
- Expiry Date
- Name and Address of Company

Dig it!

Picky Eater
Sit in a circle and pick an item out of the box. Describe the product by the label. Is this product grown locally? Would you buy it? The two labels at right are of cereals. Which one would you choose? Star the healthiest choice.

![Nutrition Facts](image)

Answer the following questions:
- Pick a food product - from the label, what are the advantages and disadvantages of purchasing that product?
- Is the product grown locally in Canada or in your province?
- Would you buy by that product? If so, why or why not?
- How would you store it?

Think about your Learning...
Review the Skills Checklist on page 14. What skills have you developed? Do you need more practice?

What's next?
The next builder will help you prevent food poisoning and other food borne illnesses. Good food shouldn’t make you sick!
Food borne illness or food poisoning is caused by consuming foods contaminated with harmful bacteria, food toxins, viruses or parasites. Contamination usually arises from improper handling during processing, packaging, transporting, storing, or preparing in the home. Most cases of food borne illness can be prevented with proper cooking and handling.

Bacteria are everywhere - the air, the soil and sometimes the water. Humans carry bacteria in their mouth, nose and intestinal tract, as well as on their face, hands, hair and clothes. Raw meat and fruits and vegetables also contain bacteria. With the right conditions, such as moisture and temperature bacteria will double in number every 20 minutes at room temperature.

How can we prevent food borne illness?

There are three components in food safety:
- **People** – good personal hygiene
- **Food** – temperature control and proper food handling
- **Facilities** – adequate cleaning of work area

Everyone can reduce the risk of contracting a food borne illness if they learn how to **cook, chill, separate** and **clean**.

**People**: Personal hygiene plays a part in preventing the spread of infection through food.
- Hand-washing is essential.
- Always wash your hands with soap and warm water for 20 seconds (sing Happy Birthday or Twinkle Twinkle twice).
- Dry hands on a disposable paper towel or a clean towel.
- Wash your hands after:
  - Cutting/handling raw meat or fresh produce
  - Smothering a sneeze or cough
  - Using the washroom
  - Touching your hair or face
  - Cleaning equipment or work area
  - Using the telephone
- Keep your fingernails short.
- Limit the amount of jewellery.
- If you have a cold or flu - do not be in the kitchen.
- If you have a cut or wound, make sure to wear a bandage and cover with rubber gloves.
- Long hair should be tied back and if possible, use hair nets.

**Skills Checklist**
- Reduce the risk of food borne illnesses
- Understand safe food handling practices

Source: Parramatta City Council; http://legacy.parracity.nsw.gov.au/enviroHealth/
Food borne Illness Any illness caused by the consumption of food that has been infected by bacteria, viruses, parasites or toxins

Personal Hygiene A condition or practice conducive to the preservation of health

Bacteria Any of a large group of one-celled organisms that lack a cell nucleus, reproduce by fission or by forming spores, and in some cases cause disease.

Food:
- Proper **separating** can prevent food borne illness.
- Improper handling of raw products can cause contamination. Bacteria can spread to foods and throughout the kitchen.
- Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (1 teaspoon/ 5mL of bleach to 3 cups /750 mL of water).
- Use paper towels to clean and wipe kitchen surfaces.
- Discard worn cutting boards.
- Use one cutting board for fresh produce and another cutting board for raw meat, poultry and fish.
- Separate raw meat, poultry and seafood from other foods in your grocery cart and in the refrigerator.
- Seal raw produce in airtight containers or plastic bags and store them on the bottom of the refrigerator.
- Never place cooked food back on the plate or cutting board that previously had raw food on.
- Do not use leftover marinade on cooked foods.
- Proper **cooking** can prevent food borne illness.
- After cooking, keep foods out of the danger zone (4°C to 60°C or 40°F to 140°F) by preparing them quickly and serving immediately.
- When eating out, return any undercooked food.
- Foods are properly cooked when they are heated for a period of time at high enough temperatures to kill harmful bacteria.
- If travelling or going to school, take hot foods in an insulated container.
- Use a clean thermometer, to measure the internal temperature of cooked foods. Insert the thermometer in different spots to ensure even cooking.
- Wash your hands with warm soapy water for 20 seconds.
- Remember you can’t see, smell or taste bacteria.
- Proper **chilling** can prevent food borne illness.
- Refrigerate or freeze prepared, perishable and leftover food within two hours.
- Marinate foods in the refrigerator.
- Never defrost foods at room temperature. Thaw food in refrigerator, in cold water or in the microwave.
- Separate large amounts of leftovers in small, shallow containers.
- Don’t overstuff the refrigerator.
- When travelling, keep cold foods in the refrigerator or freezer until you are ready to go. Make sure to always include an ice pack.
- Keep the cooler in the car, rather than in a hot trunk.

**Important Words**
Help members define the following words and look for members using this vocabulary in their discussions

<table>
<thead>
<tr>
<th>Food borne Illness</th>
<th>Any illness caused by the consumption of food that has been infected by bacteria, viruses, parasites or toxins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Hygiene</td>
<td>A condition or practice conducive to the preservation of health</td>
</tr>
<tr>
<td>Bacteria</td>
<td>Any of a large group of one-celled organisms that lack a cell nucleus, reproduce by fission or by forming spores, and in some cases cause disease.</td>
</tr>
</tbody>
</table>

**Age Considerations**
- Ages 9 and up
Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

See www.foodservices.uwaterloo.ca/health_safety/modules/handwashing/how_handwash.html

When are times when you should wash your hands?
What will happen if you used cold water and no soap to wash and then went and made a sandwich?
What can you do to remember how long to wash your hands? (Sing Twinkle Twinkle twice)
Have members come up with a song about 20 seconds long to help them know how long to wash their hands. Here is one example.

You gotta scrub, scrub, scrub
You gotta rub, rub, rub
Beside the tub, tub, tub
You gotta scrub, scrub, scrub

You need to clean, clean, clean
Bacteria aren’t seen, seen, seen
They can be mean, mean, mean
You need to clean, clean, clean

Germs - nope, nope, nope
You gotta soap, soap, soap,
And you gotta hope, hope, hope
That all the bacteria are gone!

Soapy Solutions

Activity Adapted from: Fight Bac! Education Program

Time Required: 20 minutes

Equipment:
- Cooking oil
- Ground cinnamon
- Measuring spoons (5mL and 15mL)
- Sink, Hand soap, Paper Towels
- Paper/Pens
- Stop watch/ clock

Instructions

If possible work in groups of 5. One person records the results, one person collects the materials and keeps time, and the three other members conduct the investigation. All members observe the three hand-washing methods. If you have a small group, conduct the experiment all together and ask volunteers to do each of the parts. The three members in each group pour 15mL(1 tbsp) of cooking oil all over their hands until completely coated, and then sprinkle 5mL of cinnamon on their hands and rub around until its evenly distributed. The cinnamon represents the bacteria. Remind members to sing their songs while washing their hands.

Member 1 – wash hands with cold water and no soap for 20 seconds.
Member 2 – wash hands with warm water and no soap for 20 seconds.
Member 3 – wash hands with warm water and soap for 20 seconds.

Have the members observe and record the results and discuss their findings with the other groups.

Safety Consideration:
Hot water can burn, so you may wish to check that the warm water is not too hot.
Do it!

Get Cooking

Homemade Burgers

After stocking these yummy burgers in the freezer, you may never go back to those thin, pre-made patties. This recipe works well for meatballs too!

Ingredients:
- 4 lb (2 Kg) ground beef
- 1 cup (250 mL) dry breadcrumbs
- 1 cup (250 mL) minced onion
- 4 lightly beaten eggs
- salt and pepper to taste

Directions:
1. Lightly combine all ingredients, seasoning with salt and pepper.
2. Gently form into sixteen 3/4 inch (2 cm)-thick patties. Place patties in a single layer onto several plastic wrap-lined baking trays; cover loosely with plastic wrap and freeze just until meat is firm (1 - 2 hours). Wrap patties tightly in heavy foil or place them into freezer bags and freeze for up to 3 months.
3. Cook frozen patties over medium-high heat on a lightly oiled grill. Cook in closed barbecue for 10 - 12 minutes per side, testing doneness with a digital rapid-read thermometer inserted sideways into centre of each patty – burgers are completely cooked when thermometer reads at least 160ºF (71ºC), regardless of meat colour.

Make-Ahead Meatballs:
1. Form burger mixture into 1 inch (2.5 cm) meatballs. Bake on lightly oiled foil-lined baking tray in 400°F (200°C) oven for 15 minutes, until digital rapid-read thermometer inserted into centre of several meatballs reads at least 160°F (71°C).
2. Place cooked meatballs in a single layer onto several foil-lined baking trays; cover loosely with plastic wrap and freeze just until meat is firm (about 1 hour). Place meatballs into freezer bags; freeze for up to 3 months. Thaw cooked meatballs in the fridge or microwave before using.

Yield: 16 servings or about 120 meatballs

Bugged

Activity Adapted from: Don’t Get Bugged By a Foodborne Illness

Time Required: 30 minutes

Instructions:
Read out the statements on the following pages. Members are to circle either true or false in the rectangle with corresponding question number in their book. After all 16 statements have been read, go over the answers. Members may highlight those that they got correct. If a member gets four in a row, either across, down, or diagonally, they win and keep the food borne illnesses away. Little bug candies might be a good prize for those that win or participate.
1. Food containing bacteria that cause food borne illness always smell bad, taste bad or look bad.
   **FALSE:** Most bacteria that commonly cause food borne illness cannot be seen, smelt or tasted. Some symptoms of a food borne illness are nausea, vomiting, cramps, and diarrhea. What people think is the flu might actually be a food borne illness. Foods that bacteria like best include high protein foods such as milk and dairy products, eggs, meat, poultry and seafood.

2. It is safe to prepare raw greens for a salad on a cutting board previously used to cut raw chicken if the cutting board had been rinsed with water.
   **FALSE:** Uncooked meat juices may contain harmful bacteria that could lead to food borne illness. The cutting board must be cleaned with hot soapy water followed by a hot water rinse before cutting other foods, especially foods served raw. This prevents cross contamination.

3. Cool leftover foods completely before putting them in the refrigerator.
   **FALSE:** Put leftovers in the refrigerator or freezer promptly after eating. If food is left at room temperature for over two hours, bacteria can grow to harmful levels and the food may no longer be safe. Put them in a shallow dish so they can cool faster. For greatest safety, eat leftovers in a day or two.

4. The mayonnaise in a salad is the most likely to cause a food borne illness.
   **FALSE:** The high acid content of store bought mayonnaise may actually inhibit bacterial growth. Other salad ingredients are usually the problem. Rather than worry about the mayonnaise, it is more important to use good food safety practices in handling other ingredients such as potatoes, tuna, chicken and eggs. Make sure to keep salads cool and out of the danger zone between 4°C (40°F) to 60°C (140°F).

5. Foods from a dented can may contain harmful bacteria that cause food borne illness.
   **TRUE:** Beware of eating foods in dented cans, especially if the dent in the can is on a seam. Do not taste. Discard without opening the can. Rusted cans may also allow bacteria to enter. Bulging ends may mean harmful bacteria growing. When in doubt, toss it out!

6. As long as ground meat is cooked brown on the outside, it is safe to eat.
   **FALSE:** It is especially important that ground meat, where bacteria can spread through the meat during processing, is cooked thoroughly. Cooked out juices should have no trace of pink when the meat is cut. Avoid cross contamination between raw and cooked meat and poultry. The best way to check if your meat is done is by using a meat thermometer.

7. A temperature of 4°C or lower is recommended for your refrigerator.
   **TRUE:** A refrigerator temperature of 4°C (40°F) or lower slows the growth of bacteria. Keep your freezer at -18°C (0°F). Freezing does not kill bacteria. Freezing will stop most bacteria growth so foods keep longer than at refrigeration temperature. Check the temperature of your refrigerator and freezer regularly.

8. A temperature of 60°C (140°F) or higher is recommended for holding hot foods.
   **TRUE:** Keeping perishable foods for more than two hours in the “danger zone” 4°C (40°F) to 60°C (140°F) is a leading cause of food borne illness. Hold hot foods at 60°C (140°F) or higher and cold foods at 4°C (40°F) or lower until serving time.
9. It is safe to thaw meat on the kitchen counter.  
**FALSE:** Do not thaw meat, poultry or fish on the kitchen counter. It is best to plan ahead for slow safe thawing in the refrigerator. Small items may thaw overnight in the fridge. Larger foods may take longer – allow approximately one day for each 5 pounds (2.27 kg) of weight.

10. Melons that have been cut open and left at room temperature for more than a couple of hours may cause food borne illness.  
**TRUE:** Bacteria from the soil may stick to the surface of a melon and then be transferred to the fruit through the knife when it is cut. As a general rule, wash fruits and vegetables with tap water (no soap) before eating. Keep cut produce covered and refrigerated.

11. Hard boiled eggs may be stored safely at room temperature if left in their shell.  
**FALSE:** While hard boiling eggs will kill bacteria – cooking may cause hard to see cracks in the shell that allow bacteria to enter. Once inside the egg, these bacteria can grow rapidly and cause illness. Avoid keeping hard boiled eggs out of the refrigerator more than two hours and eat within a week.

12. Most foods that contain mold are safe to eat if all the mold is removed.  
**FALSE:** Most moldy foods should be thrown away. Where there is mold growth, bacteria are probably growing too.

13. You can freeze a used marinade and then use later if you boil them the next time.  
**FALSE:** Marinades should be discarded after use because they may contain harmful bacteria. Do not pour leftover marinade on partially or fully cooked meat, poultry or chicken.

14. It is safe to stuff a turkey or chicken the day before it is roasted.  
**FALSE:** Stuffing a turkey or chicken the day before it is cooked is not recommended. The cavity of the bird insulates the stuffing from the cold temperature of the refrigerator and can keep the stuffing in a temperature range that encourages bacterial growth. For best quality and safety, cook the stuffing outside the turkey or chicken.

15. Refrigerated ground meat can be used within one to two days.  
**TRUE:** For greatest safety, use ground meat within one to two days if it is being stored in the refrigerator. Freeze ground meat for longer storage immediately after purchase.

16. It is safe to eat a perishable food that has set out overnight, such as pizza, if it is heated.  
**FALSE:** Some bacteria may produce a harmful, heat resistant toxin that heating won’t destroy. Never leave perishable food out of the refrigerator more than two hours.

For information on how long food can be safely stored, use a search engine for “food storage” or visit: http://whatscookingamerica.net/Information/FreezerChart.htm
**Cook, Chill, Separate, Clean Word search**

**Time Required:** 20 minutes

**Instructions**

Have members find all the words that have to do with Cook, Chill, Separate, and Clean.

**Answer:**

```
COOK  FOODBORNE
CHILL  PERISHABLE
SEPARATE  NONPERISHABLE
CLEAN  CONTAMINATION
PEOPLE  HYGIENE
FOOD
FACILITIES
RAW
MEAT
VEGETABLES
BLEACH
BACTERIA
TEMPERATURE
MARINADE
THERMOMETE
```

**Dig it!**

Have the members fill in the bubbles with things that can be done to keep food safe. The furthest left are for people, the middle for food, and the right for facilities. One answer might be:

- **People**
  - Wash Hands
  - Tie Hair Back
  - Wear a bandage and rubber gloves over cuts

- **Food**
  - Thaw in Fridge
  - Scrub Food
  - Have different cutting boards for produce and meat

- **Facilities**
  - Mild Bleach
  - Discard worn cutting boards
  - Use paper towels to clean and wipe kitchen surfaces

**What's next?**

Builder 7 is about food origins. Members will see how precious agricultural land is and the importance of our farmers and gardeners. Members will be having a debate in the Ate Debate activity. You may wish to pick the topics now so members can research before your next meeting.
Skill Builder 6: Food Safety

Andy Says....
Bacteria are everywhere - the air, the soil and sometimes the water. Humans carry bacteria in their mouth, nose and intestinal tract, as well as on their face, hands, hair and clothes. Raw meat and fruits and vegetables also contain bacteria. In the right conditions, bacteria will double in number every 20 minutes at room temperature.

SKILLS CHECKLIST
- Reduce the risk of food borne illness
- Know safe food handling practices

Dream it!
Washing your hands is an easy way to reduce the number of bacteria in your kitchen. To do the best job, you need to wash your hands for at least 20 seconds. Come up with a little song you can sing to make sure you have spent 20 seconds scrubbing and write the words below.

Important Words
Watch for these important words in the booklet:
Food borne Illness, Personal Hygiene, Bacteria

Soapy Solutions
It's time for an experiment! Find a group of five people. One person needs to be a recorder, one person needs to collect the materials and be the time keeper, and the others will do the experiment. The three experimenters will cover their hands with 15 mL (1 tbsp) of cooking oil and then sprinkle 5 mL of cinnamon on. The cinnamon is pretending to be bacteria.
Member 1: Wash hands with cold water and no soap for 20 seconds
Member 2: Wash hands with warm water and no soap for 20 seconds
Member 3: Wash hands with warm water and soap for 20 seconds

Record your results in the table by describing the amount of cinnamon left as none, a little, some, a lot, or all of it.

<table>
<thead>
<tr>
<th>Member</th>
<th>Amount of Cinnamon Left</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Cold Water, No Soap</td>
<td>None</td>
</tr>
<tr>
<td>#2: Warm Water, No Soap</td>
<td>Some</td>
</tr>
<tr>
<td>#3: Warm Water, Soap</td>
<td>All</td>
</tr>
</tbody>
</table>

Get Cooking
Homemade Burgers

Ingredients:
- 4 lb (2 Kg) ground beef
- 1 cup (250 mL) dry bread crumbs
- 1 cup (250 mL) minced onion
- 4 lightly beaten eggs
- salt and pepper to taste

Directions:
1. Gently combine all ingredients, seasoning with salt and pepper.
2. Gently form into sixteen 3/4 inch (2 cm)-thick patties. Place patties in a single layer onto plastic wrap-lined baking trays; cover loosely with plastic wrap and freeze just until firm (1 - 2 hours). Wrap patties in heavy foil or place them into freezer bags and freeze for up to 3 months.
3. Cook frozen patties over medium-high heat on a lightly oiled grill. Cook in closed barbecue for 10 - 12 minutes per side, testing doneness with a digital rapid-read thermometer inserted sideways into centre of each patty – burgers are completely cooked when thermometer reads at least 160°F (71°C), regardless of meat color.

Make-Ahead Meatballs:
1. Form burger mixture into 1 inch (2.5 cm) meatballs. Bake on lightly oiled foil-lined baking tray in 400°F (200°C) oven for 15 minutes, until digital rapid-read thermometer inserted into centre of several meatballs reads at least 160°F (71°C).
2. Place cooked meatballs in a single layer onto several foil-lined baking trays; cover loosely with plastic wrap and freeze just until meat is firm (about 1 hour). Place meatballs into freezer bags; freeze for up to 3 months. Thaw cooked meatballs in the fridge or microwave before using.

Yield: 16 servings or about 120 meatballs

I Like This  I Don't Like This  Next Time, I Will Change...

Bugged
After your leader reads off question #1, circle either true or false in that box. Do the same for the rest of the questions. At the end of the game, your leader will give you the correct answers. Highlight all the ones you got right. If you have four highlighted boxes (across, down, or diagonally), you win and keep the bugs away. If not, you better start washing your hands.

| 1 True False 2 True False 3 True False 4 True False |
|-----------------|-----------------|-----------------|-----------------|
| 5 True False 6 True False 7 True False 8 True False |
| 9 True False 10 True False 11 True False 12 True False |
| 13 True False 14 True False 15 True False 16 True False |

More Eats!
www.canfightbac.org has some great interactive activities about food borne illnesses.
Do you know when to throw food out? http://lancaster.unl.edu/foodfinar07.shtml
In the Member Manual

Cook, Chill, Separate, Clean Word search

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

Mix 25 mL bleach with 3.75 L water in a sink and use to sanitize washed cutting boards. Rinse off before drying.

Dig it!

The three components in food safety are people, food, and facilities. Can you fill the bubbles in with what you have learned about how each component can keep food safe?

What's next?

Do you know where food comes from? There are many steps between the farm gate and your plate. The last builder will help you value your food and where it comes from.
Skill Builder 7: Food Origins

Skills Checklist
- Know where our food comes from
- Recognize Manitoba’s agricultural industry

Dream it!

Background for Leaders

In our society, many people often don’t consider our food at any stage before the supermarket. Yet, the foods we eat were once alive and growing from either plants or animals. It is important to take some time and explore where your food comes from and the people involved in getting the food from the field to fork.

Farming or agriculture is using land or water to grow crops and raise animals. E.g.: Birds or fish or food and other products. Farming takes place on large areas of land or water called farms. Farms on land will have fields for crops and large buildings called barns to house the animals or birds. Large bins are used to hold grains and large silos are used to hold bulk produce. Farms on water will have large pens to hold the fish.

When food plants are grown in large amounts they are called crops. Food plants can be raised to feed the animals on the farm or they can be raised for food for us to eat.

Examples of food plants for animals are corn, grass and hay
Examples of food crops for people are wheat, sunflowers, strawberries, canola, potatoes

What are the steps in the food system?
- Getting ready to grow food
- Growing the food
- Moving food from the field
- Processing, storing or selling the food
- Preparing and eating the food

Each of these steps involves many processes and considerations. There are also many people involved in these processes including bankers, agriculture suppliers, truck drivers, food handlers and bakers.

Do you have to be a farmer to be involved in agriculture? One in seven Canadians is directly or indirectly employed in the agriculture and agri-food industry. A few of the occupations involved in the agriculture include; food researchers, breeding program technicians, processing and marketing analysts, chemical, electrical and computer engineers, agronomist, etc.

What is the first thing you think of when you think of agriculture? Perhaps it is wheat fields and threshing machines. Maybe cows grazing in the field or a country kitchen filled with pies and jams. When thinking of agriculture it is not likely you will think of shaving cream or kitty litter or a host of everyday items that are made from agricultural products. Agriculture touches your life from the games you play, to the household items you use – agriculture is everywhere.
The scope of agriculture is broadening. As technology continues to advance at rapid speeds, researchers across the globe are finding new and more elaborate uses for our agricultural products. And we are discovering just how important agriculture is to our lives. From common household items to materials in our schools, to sports equipment used by professional athletes – agriculture is virtually everywhere you look. Agricultural products are used extensively in manufacturing, pharmaceuticals, construction and countless other industries that power society’s engines that drive us to new and interesting places.

- Hogs: fabric dyes, footballs, makeup brushes
- Cattle: chalk, wallets, fertilizer, film, crayons, sports equipment
- Canola: airplane de-icer, suntan lotion, windshield wiper fluid, newspaper ink, makeup
- Corn: cough syrup, toothpaste, ethanol fuel, wallpaper
- Sheep: wool clothing, soap, baseballs, shaving cream, stitches
- Wheat: kitty litter, ethanol, black boards
- Soybeans: solvent, paints and painters ink

Agriculture is a vital part of our lives. Most people think of agriculture as animals and grain, but it is much more than that!

**Important Words**

Help members define the following words and look for members using this vocabulary in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence to show that connections are useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>The science, art, or occupation concerned with cultivating land, raising crops, and feeding, breeding, and raising livestock; farming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Farming</td>
<td>Farming within close proximity to where you live</td>
</tr>
<tr>
<td>Crops</td>
<td>The cultivated produce of the ground, while growing or when gathered</td>
</tr>
</tbody>
</table>

**Age Considerations**

- 9 and up

**Thinking Ahead**

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

**Preparing for Success**

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Activating Strategies**

- How much of the Earth’s surface is used to produce all of our food?
- What agricultural products are grown in our province and across Canada?

Have the members draw or write steps between the farm gate and their plate for food. Possible words might be transportation, auction, grain elevator, feed lot, slaughter/packing plant, processing plant, butcher, food market, food preparation (cooking). A suggested answer for beef appears on the next page, although members can choose to be broader.
**Do it!**

**Apple Earth**

**Time Required:** 10 minutes

**Equipment:**
- 1 large apple
- Cutting board
- Sharp knife

**Instructions:**
- Explain that the apple represents Earth and have the members colour in the part of their apple in their book that they believe is farmable on earth.
- Take the apple (this represents the Earth) and slice it into four quarters.
- Set aside 3 of the 4 pieces. Inform the students that ¾ of the Earth is covered in water.
- Slice the remaining ¼ in half. One half represents land inhabitable by people – set the extra aside.
- Cut the remaining piece into four equal sections. ¼ of these sections represents land that is too rocky, wet, cold, steep or has been developed into urban areas – set aside.
- Peel the skin from the remaining piece. This represents the surface of the Earth that is available for farming.

**Discussion/Comments:**

You are left with the skin (the Earth’s surface) of 1/32 of the entire apple that is suitable for agricultural use. This test shows how little suitable land is left for farming (approximately 3%). This small amount of land is able to feed the entire world population, but is threatened by increasing population, urbanization, development and the environmental degradation. The agricultural industry grows and produces the food for us. We are all involved in agriculture to some extent and its good to know a bit about where and how our food comes to us.

The internet can do this activity for you! See: http://www.farmland.org/images/flash/apple.swf
Ate Debate  Adapted from Life Bytes - Optional Activity (not in member manual)

Time: 30 minutes

Equipment/Supplies:
- Computer and Internet (search engine)
- Books on the debate topics
- Stop watch
- Chairs, Podium

Instructions:
- Create teams of two members
- Choose a motion to debate.
- Assign each team as either “for” or “against” a motion.
- The leader will act as the moderator and the members will participate in the debate.
- Allow the teams to research
- One member from the group “for” will stand up and talk for 1 minute about their opinions, a member from the “against” group will then stand up and talk for one minute. Then the second members will alternate speaking.
- Give members a few more minutes to gather their thoughts and come up with a few main points they want to get across. One member from each group will stand up and present a brief summary of their views.
- After the speeches, the members have an opportunity for “rebuttal” – where the members have the opportunity to respond to the information presented by the opposition.
- The non-participating members or an audience may then vote on which side won.

Debatable Topics
- Organic food is safer than conventional foods
- Vegetarian diets are not as healthy as regular diets
- Eating at restaurants causes you to be unhealthy
- Slow cooking is better than grilling, etc.

Buy Local

Time Required: 30 minutes

Equipment/Supplies:
- Flip Chart
- Markers

Instructions:
Brainstorm a list of Manitoba food products in a group. Winnipeg Goldeye, pickerel trout, wild rice, beef, bison, saskatoons, flax oil, canola oil, rhubarb, wild mushrooms, prairie oysters, prairie gold honey, beans/pulses, breads, wild berries (raspberries, blueberries), rosehips, prairie chickens, ducks, honey, etc...
Have the members design a meal plan that incorporates local foods. They can then make this at home and have someone who ate it comment in the Dig It! section. A possible meal might be

Appetizer: Broccoli Salad

Drink: Milk or Saskatoon Berry Juice

Meat: Bison Barley Stew

Vegetable: Roasted Vegetables (squash, peppers potatoes with herbs)

Grain: Rye Bread (and Bison Barley Stew)

Fruit: Fruit Kabobs with Yogurt Sauce featuring strawberries

Dessert: Apple Cobbler

Other:
Get Cooking

Egg and Salsa Burritos  Adapted from www.eggs.ca

Ingredients:
- 8 eggs
- ¼ cup (60 mL)
- 1 green onion, finely chopped
- 1 tbsp (30 mL) butter
- 8 flour tortillas, heated
- 8 small lettuce leaves
- ½ cup (125 mL) salsa
- 1 cup (shredded cheddar cheese)

Directions:
1. Beat together eggs, milk, green onion, salt, pepper and hot pepper sauce. Heat medium non-stick skillet over medium-high heat. Add butter. When melted, pour in egg mixture and immediately reduce heat to medium-low.
2. As mixture begins to set, gently move spatula across bottom and sides of skillet to form large, soft curds. Cook until eggs are thickened and no visible liquid egg remains, but they are still moist.
3. Place a lettuce leaf on each tortilla. Spoon egg mixture evenly onto centre of each tortilla. Top with salsa, sour cream and cheese. Roll up. Secure with toothpick. Garnish to taste. Serve hot or cold.

Yield: 8 burritos

Dig it!

Other things to discuss:
- What foods do you consider as being unique to your province?
- Discuss the benefits of buying locally. It supports the local economy and is a great opportunity to learn about Canadian foods.
- How would you explain to someone why it is important to eat foods produced locally/

What’s next?

Members need to complete their Showcase Challenge and Portfolio Page. You may wish to check that all members have finished the seven builders. Congratulations on another great 4-H year. The members could not have completed it with out you.
**Skill Builder 7: Food Origins**

*Andy Says...*

One in seven Canadians is directly or indirectly employed in the agriculture and agri-food industry. It's not just farmers, there are food researchers, breeding program technicians, processing and marketing analysts, chemical, electrical and computer engineers, agronomist, etc.

**SKILLS CHECKLIST**
- Know where our food comes from
- Recognize Manitoba’s agricultural industry

**Important Words**
- Watch out for these important words in this builder:
- Agriculture, Local, Farming, Crops

**Dream it!**

How many steps are required to take food from farm gate to your plate? Number the pictures in the correct order of the path.

---

**Do it!**

**Apple Earth**

How much of the earth do you think is used for farming? Colour your guess in on the apple. Do the activity with your leader to see how close you were.

**Get Cooking**

**Egg and Salsa Burritos**

*Adapted from www.eggs.ca*

**Ingredients:**
- 8 eggs
- ⅛ cup (60 mL)
- 1 green onion, finely chopped
- 1 tbsp. (30 mL) butter
- 8 flour tortillas, heated
- 8 small lettuce leaves
- ⅓ cup (125 mL) salsa
- 1 cup (shredded cheddar cheese)

**Directions:**
1. Beat together eggs, milk, green onion, salt, pepper and hot pepper sauce. Heat medium non-stick skillet over medium-high heat. Add butter. When melted, pour in egg mixture and immediately reduce heat to medium-low.
2. As mixture begins to set, gently move spatula across bottom and sides of skillet to form large, soft curds. Cook until eggs are thickened and no visible liquid egg remains, but they are still moist.
3. Place a lettuce leaf on each tortilla. Spoon egg mixture evenly onto centre of each tortilla. Top with salsa, sour cream and cheese. Roll up. Secure with toothpick. Garnish to taste. Serve hot or cold.

Yield: 8 burritos

| I Like This | I Don't Like This | Next Time, I Will Change...
|-------------|-------------------|-------------------------|

---

**More Eats!**

Supporting Manitoba agriculture producers is important to the success of our province. One of the ways we can all do this is by committing to buy locally grown food. There are many delicious and creative recipes using Manitoba food products at the following sites:
In the Member Manual

Buy Local

In a group, brainstorm a list of foods grown locally in your area. Using these foods create a balanced meal plan. You could expand on this idea and prepare this meal for your Showcase Challenge.

Appetizer:          Grains:

Drink:              Fruit:

Meat:               Dessert:

Vegetable:          Other:

Dig it!

Record it . . .
Discuss what you have learned with your leader so that the information can be recorded on your portfolio page.

Think about this builder and the activities you did...
Review the skills checklist on page 20. What skills have you developed? Do you need more practice? What skills did you use to make this builder a success?

Apply it . . .
How would you explain to others the steps your food takes to make it to our plates?

You have cooked your way through reading recipes, healthy eating, and food safety. Congratulations!

What’s next?
The showcase challenge will give you a chance to showcase your new skills. Think about what you have done in Exploring Foods and use the next two pages to make a plan. Remember to complete the My Portfolio page to wrap up your Exploring Foods Project.
Showcase Challenge

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. Go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream It!
Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a poster or display
- Make a menu
- Make a computer presentation (e.g., PowerPoint)
- Give a speech
- Create a picture book
- Use your new skills to help with the Club Achievement plans
- Or: come up with your own idea, it is up to you and your leader!

Do It!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!
Now that you have showcased your project skills:

- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)

My Showcase Challenge Plan

My showcase idea:

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?

In the Member Manual

Showcase Challenge
Have members use their member project books to help them in organizing what they have learned. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the member workbook. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the portfolio page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

In the Member Manual

My 4-H Portfolio Page

Name: __________________ Date: ___________ Year in 4-H: ______
Club: _______________ Hours Spent on 4-H: ________ (Project and Other 4-H Activities)

Exploring Foods Project Skills Chart

To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Skill Builder had a Skills Checklist which identified the skill you will learn.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>1</td>
<td>- Identify good recipes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explain the segments of recipes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Know how to choose a recipe</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>- Know why accurate measuring is important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare dry and liquid measures</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>- Identify the basics for stocking a kitchen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explain where to store food</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>- Describe why moderation and balance are important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Recognize serving sizes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- Know the parts of a food label</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compare the nutritive content of foods</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>- Reduce the risk of food borne illnesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Know safe food handling practices</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>- Know where our food comes from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Recognize Manitoba’s agricultural industry</td>
<td></td>
</tr>
</tbody>
</table>

Showcase Challenge
- Explain success in using the skills listed above.

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ______________________
Above and Beyond!

In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.

(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.**

Member Point of Pride!

What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: __________________________

Point of Praise! Another’s perspective on your achievements in 4-H.

(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature: __________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)