

GOOD FOODS

FAST

Leaders' Guide



Ontario
4-H Council



Ministry of Agriculture,
Food and Rural Affairs

THE 4-H PLEDGE

"I pledge
My Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service
My Health to better living
For my club, my community and my country."

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INTRODUCTION

Congratulations on being a leader for the 4-H GOOD FOODS-FAST Club. This guide is designed to assist you in the organization of club meetings.

OBJECTIVES

Upon completion of this project, members will be able to:

1. Identify and prepare nutritious breakfast and snack foods.
2. Plan and prepare meals that are quick, economical and nutritious.
3. Evaluate convenience foods on the basis of their ease of preparation, cost, taste and nutritional value.
4. Describe the basic principles of microwave cookery.
5. Select appropriate cookware for the microwave oven.
6. Demonstrate increased leadership and communication skills gained through participation in club activities.

REQUIREMENTS FOR LEADERS

We expect leaders to have:

1. An interest in young people.
2. An interest in foods and nutrition.
3. Some knowledge of food values and preparation, including microwave cookery.
4. Access to a microwave oven for use in Meeting 4, 5 and possibly 6.

LEADERS' RESPONSIBILITIES

1. Attend the local project related training session, each meeting and the Achievement Program.
2. Advertise and organize the local club.
3. Plan and present the meetings of the project.
4. Have members complete enrollment cards, complete the club membership list and forward to your Rural Organization Specialist by
5. Provide guidance for choosing an Achievement Program and for completing that Achievement Program.
6. Encourage each member to reach and maintain his/her best standard of work.
7. Encourage members to work together as a group and to develop individual abilities within that group.
8. To provide a pleasant and interesting learning experience.

GUIDELINES FOR LEADERS

1. MEMBERS' MANUAL - This manual has been developed for use throughout the province to interest and challenge 4-H members. Depending on the age and experience of the members in your club, some of the information may be too basic or too indepth. Feel free to add and subtract from the meeting information so that it is tailored to meet the needs of your members.

PLEASE KEEP IN MIND THAT THE MEMBERS' MANUAL SHOULD BE USED AS A WORKBOOK DURING THE MEETINGS. MEMBERS SHOULD BE ABLE TO RECORD ANY REQUIRED INFORMATION DURING THE MEETING RATHER THAN DOING IT AT HOME.

LEADERS' GUIDE - It provides teaching ideas to use when covering the meetings. Depending upon the time available, you may not be able to use all of these ideas. You will have ideas of your own to use too.

You may find it helpful to INSERT THE PAGES from the Leaders' Guide into the corresponding meetings in the Members' Manual.

RECIPE BOOKLET - It provides suggested recipes for members to prepare as part of the meeting and/or home activities. Each recipe has been selected and tested to reinforce the principles discussed in the Members' Manual. Before each meeting, read through the recipes and decide which variations will be made at the meeting. Mark the steps that you think members will have difficulty with, will require additional explanations or that you want to stress. Decide how many members will work on each recipe. Try to pair the more experienced members with the less experienced.

2. REMEMBER TO REFER TO YOUR 4-H CLUB LEADERS' HANDBOOK - (white and green binder) - You will find many useful tips and ideas covering topics such as: program planning, successful meetings, parliamentary procedure, effective communicating and presenting lesson material. You may want to skim your Leaders' Handbook before you begin planning meetings.
3. Your signature on the PROJECT SUMMARY (Page 45 of the members' manual) indicates that you feel the member has completed the project to the best of his/her ability. It encourages the member if you write short evaluation comments in his/her book at the completion of the project. There is a space provided for this on the Project Summary. Your 4-H Club Leaders' Handbook suggests some comments that may be appropriate.
4. PARLIAMENTARY PROCEDURE - It is usual for the club president to chair the short business part at the beginning of each meeting. Helping members to understand parliamentary procedure and encouraging them to use it will help them become familiar with the process.
5. MEMBER PARTICIPATION - Encourage members to participate in meetings by having them introduce and thank speakers and work in small groups. You may also want to pair junior and senior members for certain activities such as judging and preparing recipes so that senior members can offer leadership to junior members.

No matter how meetings are conducted, 4-H members should enjoy themselves and be interested in the meeting information as they learn to do by doing.
6. PARENT PARTICIPATION - You may want to invite parents to a meeting and involve them in the activities.
7. ACHIEVEMENT PROGRAM - The set-up for this will vary from county to county. Prior to the first meeting the leaders and R.O. Specialist should discuss the format of the program and how members will be evaluated. Be sure to inform members of these details at the first meeting. All members should be involved in the Achievement Program planning. See ideas for achievement programs on page 3.

8. JUDGING - Judging is included as an activity in meeting five in this project. The 4-H Judging Handbook (4-H-056-88) is a useful resource for judging. Each member should have a handbook and be encouraged to use it.
9. SUPPLEMENTARY OR ADDITIONAL INFORMATION - This information has been listed at the end of each meeting in the Leaders' Guide only. It provides greater detail and information on subjects relevant to that meeting and should be used when time permits and/or when interest is sparked among members about a topic.
10. TIME GUIDELINES - The "In a Nutshell" sections provide time guidelines for activities at the meetings, but please remember that these are guidelines only. The size and maturity of your group, their specific interests, and the way in which you choose to structure your meetings will all influence the duration of the various exercises.

ACHIEVEMENT PROGRAM

DATE: _____ TIME: _____
LOCATION: _____
ACHIEVEMENT EVENT: _____
CLUB RESPONSIBILITIES: _____

SUGGESTIONS FOR ACHIEVEMENT PROGRAM

1. PRESENTATIONS

Members may select a topic of their choice, subject to their leaders' approval.

- a. Exhibits: All exhibits should include posters giving the topic and name of the club. A representative from each club will give a short commentary (three minutes) on the exhibit.
- b. Demonstrations: A demonstration involves one to three members and lasts about ten minutes.
- c. Skits: Skits involve three or more members and should be ten minutes long.

Possible topics/themes for exhibits, demonstrations or skits are:

Rise'N Dine-Quick Breakfast Ideas	Quick Tricks with a Mix
After-School Snacks in a Snap	Fast Food Winners
Munch a Nutritious Lunch	Fast Fixins' With a Food Processor
A Comparison of Food Made in Conventional and Microwave Ovens	Comparison of Microwave Ovens
A Guide to Food Labels	The Magic of Microwaving
Five Quick Ways With ... (one particular food)	Converting Recipes for Microwave Cookery
Which is the Best Buy?	What's New in Microwave Cookware
Care for your Microwave Oven	When Its Your Turn to Cook Supper ...

2. COMMUNITY AWARENESS

- a. Members could complete their presentations or have a food fair for a community group or centre such as a senior citizen's centre.
- b. Members could hold a food fair of exhibits and demonstrations in a local mall.

3. SPECIAL EVENT

Arrange a program consisting of one or more speakers and/or activities and invite the public. Suggestions include:

- a. A demonstration on cooking with the microwave; how to use different time saving small kitchen appliances, etc.
- b. A public health nutritionist or dietitian speaking on topic related to the project such as how to be a wise consumer of convenience or fast foods; snacking or nutritious breakfasts on the run.
- c. Show an audiovisual on topic related to project. Suggested available resources include:

Alice in Additiveland -

A filmstrip produced by Health and Welfare Canada that sheds light on the issue of food additives. Colorful cartoon characters and a lively dialogue are used to present information on what food additives are, and how they are tested and controlled. Available on loan from the Ministry of Agriculture and Food. Contact your Rural Organization Specialist to book this resource.

Fast Foods -

A filmstrip designed to teach wise nutritional selection when eating at fast food restaurants. Various types of fast food meals are examined from a nutritional viewpoint and recommendations are made to assist in obtaining balanced nutrition. Available on loan from the Ministry of Agriculture and Food. Contact your Rural Organization Specialist to book this resource.

Magic Meals in Minutes -

A 30 minute video (VHS) demonstrating five main course meals using a variety of foods. During the preparation, the nutritional content of each dish is discussed and suggestions made for such accompaniments as appetizers, beverages, and desserts to round out the meal and meet the daily nutritive requirements. Available on loan from the Federated Women's Institute of Ontario, Guelph Agriculture Centre, Box 1030, Guelph, Ontario N1H 6N1. 519-767-3510.

Ontario Foods in the Microwave -

Slide set and script providing information on the operation and theory of microwave cooking, basic microwave cooking techniques and meal management principles. Available on loan from the Ontario Ministry of Agriculture and Food. Contact your Rural Organization Specialist to book this resource.

If more than one speaker or activity is chosen, participants could divide into groups and rotate through activities and speakers.

MEETING ONE

EATING ON THE RUN

OBJECTIVES

This first meeting provides an introduction to the project and focuses specifically on breakfasts and snacks. By the end of this meeting, members will:

1. Become more aware of their own eating habits.
2. Understand the importance of breakfast and be more aware of some nutritious breakfast alternatives.
3. Be able to choose and prepare nutritious snacks.

IN A NUTSHELL	
<u>Activity</u>	<u>Minutes</u>
Meeting Opening	45
Welcome and Mixer	
Enrollment and distribute manuals	
Project Introduction and General Requirements	
Elections	
Meeting Discussion and Activities	45
Roll Call	
What Is Your Fast Foodstyle?	
Give Breakfast a Break	
Cereal Sense	
Snack Attacks	
Recipe Preparation, Eat and Clean-up	20
Home Activities and Time and Place for Meeting Two	10
TOTAL	<u>2 hours</u>

MEETING OPENING

1. Begin with the 4-H pledge.
2. Welcome the members. Introduce all the leaders. Have members introduce themselves. Point out who the youth leader is if there is one. You may want to use a mixer activity at this point so that members, particularly new ones, can become acquainted.
A mixer activity that you can use is the game: "What Am I?"
Pin the name of a food on the back of each member. Members move around the meeting room, trying to identify the name of the food on their back by asking questions of other participants. When correctly identified, the member should determine which food group of Canada's Food Guide that their food belongs to. They should move to the part of the meeting room designated for that food group. Only "yes" and "no" may be used in answering questions. Foods might follow the theme of quick and easy foods.
3. Complete enrollment cards and membership list.
4. Distribute manuals. Have members complete the cover and discuss the club's name.
5. Give a brief introduction to the project.
6. Briefly discuss the achievement program -- type, date, time, location.

7. Conduct the election of club officers. (Refer to "The 4-H Meeting", 4-H Club Leaders' Handbook.) Give the secretary the record book.

President: _____

Vice-President: _____

Secretary: _____

Press Reporter: _____

Other Officers: _____

MEETING DISCUSSION AND ACTIVITIES

ROLL CALL

- Everyone answers. While taking roll call, positively reinforce everyone's answers. This will help increase the members' confidence in taking part in the meeting.

WHAT IS YOUR FAST FOODSTYLE?

- This activity is designed to introduce some of the project topics to members and have them become more aware of their own eating habits.
- Give members 2 to 3 minutes to complete the quiz and score themselves.
- Discuss how each answer was scored and what area members need to pay attention to.

GIVE BREAKFAST A BREAK!

- Introduce by asking members what they usually have for breakfast. If they don't have breakfast, find out why and compare to reasons in Members' Manual.
- Review reasons why breakfast is important. If members skip breakfast in the morning, do they feel tired? Do they compensate by eating other foods later in the morning or day?
- Review "Breakfast of Champions" and "Some Good Breakfast Choices". Remind members that many non-traditional breakfast foods are also acceptable for breakfast.
- If members are not familiar with Canada's Food Guide, take the time to review it with them.
- Have members discuss other breakfast suggestions and record in member's book.

CEREAL SENSE

- Collect as many boxes of cereal as possible, including those low and high in sugar content. (See the following table "Sugar Content of Popular Cereals" to help you in your selection.)
- Have members complete the "How Much Sugar and Fiber in Your Favorite Cereals?" activity.
- If members have different kinds of cereals at home, they may want to read the label and include these in their list.
- Points for discussion: Do members add sugar to their cereal? If so, how much do they add? Is the suggested serving size the amount of cereal that they would normally have? If not, how much cereal do they usually have? Taking these factors into consideration, how much sugar would they consume from their morning bowl of cereal? Remember that 1 teaspoon or 5 ml of sugar equals 16 calories.

NOTE: The Imperial teaspoon is used for this activity because it will be an easier measure for members to calculate and visualize sugar content.

SUGAR CONTENT OF POPULAR CEREALS

Less than 1 teaspoon (5 ml) per serving:

Cheerios	Puffed Wheat
Cream of Wheat	Shredded Wheat
Oatmeal	Harvest Crunch
Puffed Rice	Life
All Bran	Raisin Bran
Bran Buds	Rice Flakes
Bran Bites and Raisins	Rice Krispies
Bran Flakes	Team
Chex,	
Corn Flakes	
Corn Bran	
Fruit with Fiber, Apple, Cinnamon	
Grape-Nuts	

1 - 2 teaspoons (5-10 ml) per serving:

Familia	Total
Frosted Mini-Wheats	Wheaties
Most	
Shreddies	

2 - 3 teaspoons (10-15 ml) per serving:

Cap'n Crunch	Golden Grahams
Cracklin' Bran	Honey Nut Cheerios
Cocoa Puffs	Honey Nut Corn Flakes
Crispy Wheats 'n' Raisins	Instant Oatmeal, Honey and Graham
Fiber Crunch	Instant Oatmeal, Raisin and Bran
Frosted Rice	Instant Oatmeal, Sugar and Spice
Fruit with Fiber, Dates, Raisins and Walnuts	Lucky Charms

3 teaspoons (15 ml) or more per serving:

Alpha Bits	Honey Comb
Apple Jacks	Instant Oatmeal, Cinnamon and Spice
Boo Berry	Pacman
Cocoa Pebbles	Strawberry Shortcake
Count Chocula	Sugar Crisp
Frankenberry	Sugar Corn Pops
Frosted Flakes	Sugar Smacks
Fruit Loops	Trix

SNACK ATTACKS

- Review "Is Snacking Good For You?"
- Have members individually complete the snacking survey to help them become more aware of their own snacking habits. Compare their most often and least often consumed snack foods. Are their most often consumed snacks their favorite? Discuss the reasons for their snack choices, e.g. individual likes and dislikes, availability in home, encouragement (discouragement) by parents, peer pressure, etc.

The chart below may be used to discuss how each snack rates nutritionally.

ANYTIME SNACK	OCCASIONAL SNACK	NEVER AS A SNACK
<ul style="list-style-type: none"> ■ white milk ■ cheese ■ plain yogurt ■ enriched or whole grain breads and rolls ■ plain whole grain muffins ■ crackers ■ raw fruits and vegetables ■ unsweetened fruit and vegetable juices ■ eggs ■ peanut butter ■ nuts and seeds ■ hotdogs, hamburgers, chicken burgers, fish burgers ■ pizza ■ nuts and bolts ■ water 	<ul style="list-style-type: none"> ■ milkshakes ■ milk puddings ■ chocolate milk ■ ice cream ■ fruit flavored yogurt ■ fruit muffins and breads ■ granola ■ canned sweetened fruits and fruit juices ■ popcorn ■ french fries ■ potato chips ■ cheesies ■ pickles ■ diet soft drinks ■ sugarless gum 	<ul style="list-style-type: none"> ■ soft drinks ■ candy bars and candies ■ lozenges and breath mints ■ regular gum ■ honey and syrup ■ jams and jellies ■ sweet baked goods ■ sugar coated cereals ■ raisins and other dried fruits

Adapted from: "The Road to Good Snacking",
Ontario Milk Marketing Board.

RECIPE PREPARATION

- Prepare or have available any of the recipes for meeting one. Because it is the first meeting, you may want to choose the popcorn recipe which would be a fun and quick recipe.

HOME ACTIVITIES

1. Members should choose one place that sells foods in their community and categorize the snacks available as anytime snacks, occasional snacks or never as a snack. The purpose of this activity is to make members aware of snack choices that are available to buy and think about their nutritional content. Discuss the classification of snacks (using the above chart) at the next meeting and help any members who had problems completing the activity.
2. Recipe Preparation - have members complete a breakfast recipe and report results.

MEETING TWO

A LOOK AT CONVENIENCE FOODS

OBJECTIVES

Meeting two examines the role of convenience foods in today's lifestyles.

By the end of meeting two members should:

1. Be able to evaluate the use of convenience foods and compare their advantages and disadvantages.
2. Understand smart shopping strategies.
3. Be able to choose fast foods more wisely.

IN A NUTSHELL

<u>Activity</u>	<u>Minutes</u>
Meeting Opening	15
Roll Call	
Review Home Activity - Meeting One	
Discuss Meeting Six	
Meeting Discussion and Activities	45
Convenience Foods - A Good, Quick Solution?	
You Be The Judge (complete chart)	
Be a Wise Consumer	
Buying a Safe Bite to Eat	
Sharpen Your Shopping Skills	
Fast Foods Guide	
Food Preparation, Eat and Clean-Up	55
Date, Time and Place - Meeting Three and Home Activities	5
	<u> </u>
	TOTAL 2 hours

MEETING OPENING

ROLL CALL

Some Possible Answers

frozen french fries and other vegetables
canned soups and beans
instant soups and dip mixes
mixes - cakes, muffins, quickbreads,
 cheesecake, puddings, pizzas, etc.
frozen dinners
frozen bread dough
frozen and breaded fish, chicken, veal, etc.

REVIEW HOME ACTIVITY - MEETING ONE

- Discuss the members' classification of snacks, comparing them to the chart on Page 8 of Leaders' Guide.

SELECT TOPIC FOR MEETING SIX

- Meeting six provides an opportunity for your club to choose one activity to focus on (see page 41 of the Members' Manual for suggestions). Have members discuss the options and select one main activity. Planning for the activity should begin as soon as possible.

MEETING DISCUSSION AND ACTIVITIES

CONVENIENCE FOODS - A GOOD, QUICK SOLUTION?

- Review the definition of a convenience food. Have members suggest places where convenience foods are available. Have them list three in their manual.

Some Possible Answers

grocery store
convenience or corner store
fast food restaurants or "take-outs"
deli
bakery
donut shop

YOU BE THE JUDGE!

- To help members compare the advantages and disadvantages of convenience foods, have them prepare a food made from scratch, the same food made from a mix and the same food purchased either frozen or fresh/ready made.
- A recipe for macaroni and cheese "from scratch" is included in the Recipe Booklet. This could be compared to a packaged macaroni and cheese mix (e.g. Kraft dinner) and a frozen macaroni and cheese dinner. It is recommended that the macaroni and cheese recipe be prepared using the cooking instructions for the conventional oven. Depending upon the size of your club and availability of a microwave oven, you might also have members prepare macaroni and cheese in the microwave for comparison as well.
- Other foods which could be prepared instead of macaroni and cheese and used for comparison include brownies, muffins or pizza (recipes are not included). If you choose to do this, try to use a recipe "from scratch" that is comparable to the convenience foods.
- Determine a work schedule for recipe preparation and assign duties to each member in order to complete the three foods. Have them accurately record time for preparation (begins with assembling ingredients, reading instructions, etc) and cooking. You will need to calculate and supply members in advance with the 1) approximate cost of ingredients for the homemade product, and 2) prices of the convenience foods, and 3) any prices of ingredients added to convenience foods so that they can calculate the cost per serving. Calculating the cost of ingredients for the food made "from scratch" will be difficult since recipe ingredients are in small amounts. Estimate where possible.

$$\text{Cost per serving} = \frac{\text{total cost of ingredients}}{\text{number of servings}}$$

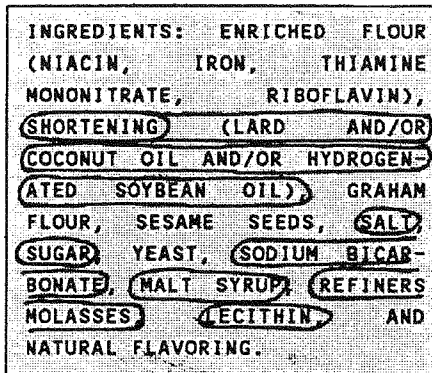
BE A WISE CONSUMER!

Items which are required by law to be on the package label include:

net quantity
common name of food
list of ingredients
best before date (if applicable)
name and address of person responsible for food

- Have members save the packaging from the convenience foods used in the "You Be the Judge" activity. Review the information on the label, including those items required by law to be there. Cooking instructions, recipes, pictures and nutrient content is information that is often included on labels but is not mandatory. Are these included on any of the packages? Some macaroni and cheese packages contain nutrient information. If this is included, have members compare the nutrient content per serving.

List of Ingredients



- Supplementary information on ingredient lists is provided at the end of this meeting, which may help you understand some terms that may be included on the ingredient listing for the foods prepared.
- Some of the ingredients that may be included on the ingredient list are food additives. A youth leader may be assigned to research the topic of food additives and present this information to the group.

Best Before Date

- Check the packages for "best before dates". If they are not there, why?

BUYING A SAFE BITE TO EAT

- Review with members.

SHARPEN YOUR SHOPPING SKILLS

- Have members individually complete the quiz and discuss answers as a group.
- Studies have shown that an increasing number of teenagers are now responsible for grocery shopping for their family. Are any of the members responsible for shopping for their family?

ANSWERS

1. False. Studies show that hungry shoppers not only purchase more than they planned to (impulse buying), they also spend more time looking in aisles than they normally would.
2. True. Preparing a shopping list will save you time in the store (especially if like items such as milk and milk products are grouped together) and will prevent you from having to return to the store for things you forgot or realized you needed later. If you stick to your list it will also guard against impulse buys.
3. False. Going to a store to buy one sale item (unless there are huge savings) probably isn't worth the extra gas and time spent driving there. You should also check to see if the special really is a saving or if it is a marketing gimmick.
4. True. This can cut down on your frustration of trying to get through a crowded aisle, waiting to get served at the meat or deli counter or getting through the checkout line. Grocery shopping should also be limited to once a week if possible to cut back on wasted time.
5. False. Special displays such as cheese with crackers or pastas with spaghetti sauce are often used as a marketing tool to sell more of a particular food item. Compare the price to other similar regularly priced items.

FAST FOOD GUIDE

- Review with members.

RECIPE PREPARATION

1. Macaroni and Cheese - The main cooking activity for this meeting will be the preparation of "made from scratch" and "convenience" foods for comparison in the "You Be the Judge" activity. The Macaroni and Cheese recipe has been provided for use in this comparison.
2. Quick-Fix Mix, Biscuits and Easy Pancakes - Demonstrate the "Quick-Fix Mix" recipe in the recipe booklet IF TIME PERMITS, or have members prepare it at home. Stress the importance of precise measuring techniques for this recipe. If you demonstrate the "Quick-Fix Mix" recipe, you could provide members with an amount of the mix to make either the Biscuits or Easy Pancakes recipe in the Recipe Booklet at home.
3. Vegetable Chowder - This recipe demonstrates how a convenience food can have other foods added to it to make it more nutritious and tasty. It is an optional recipe for meeting or home activity.

HOME ACTIVITY

1. Make sure that members understand how to read the label and complete the activity.
2. You may want to review recipes with members.

SUPPLEMENTARY INFORMATION

The following information is excerpted from "Health Protection and Food Laws", Health and Welfare Canada, 1987.

List of Ingredients

Food products, with some exceptions, must carry a list of ingredients in descending order of proportion or as a percentage of the prepackaged product.

The exceptions are as follows:

- prepackaged products packaged from bulk on the retail premises;
- prepackaged individual portions of food served by restaurants with meals and snacks;
- individual portions of food prepared by a commissary and sold from a vending machine or mobile canteen;
- prepackaged meat or poultry products that are barbecued, roasted or broiled on the retail premises;
- standardized alcoholic beverages;
- vinegars.

The following ingredients may be listed in any order immediately after the other ingredients:

- spices, seasonings and herbs, except salt;
- natural and artificial flavors;
- flavor enhancers;
- food additives;
- vitamins;
- salts or derivatives of vitamins;
- mineral nutrients;
- salts of mineral nutrients.

Ingredients must be listed under their common name, with the exception that the following ingredients may be listed under a class name.

<u>Ingredient</u>	<u>Class Name</u>
Vegetable fats or oils, except cocoa-butter, coconut oil, palm oil or palm kernel oil	"vegetable oil" or "vegetable fat"
Marine fats or oils	"marine oil"
Permitted food colors	"color"
Natural flavors	"flavor"
Artificial flavors	"artificial flavor" "imitation flavor" or "simulated flavor"
Spices, seasonings or herbs, except salt	"spices", "seasonings" or "herbs"
Any combination of all types of milk; whole, skimmed or partly skimmed, cream, butter and butter oil.	"milk solids" or "dairy products"
Any combination of disodium phosphate, monosodium phosphate, sodium hexametaphosphate, sodium tripolyphosphate, tetra sodium pyrophosphate and sodium acid pyrophosphate	"sodium phosphate" or "sodium phosphates"

Meat, poultry, fish or their byproducts must be identified under their individual names. In the case of plant protein products, the name of the source of the protein must be given.

For optional ingredients or those that may be substituted for others in the preparation of a product, the label may indicate all of the ingredients that are likely to be used in the product during one year. However, there must be a clear indication that these specific ingredients may not all be present in a given package of the food.

Ingredients containing more than one component require complete component listing unless exempted by the regulations. Examples of ingredients for which a declaration of components is not required are butter, flour and cheese.

MEETING THREE

MAKE IT SNAPPY

OBJECTIVES

This meeting focuses on having members learn ways to speed up meal preparation. By the end of this meeting members will:

1. Understand the basics of meal preparation.
2. Become skilled at organizing meal preparation.
3. Be aware of more efficient ways of meal preparation.

IN A NUTSHELL

<u>Activity</u>	<u>Minutes</u>
Meeting Opening	15
Roll Call	
Achievement Day Discussion	
Meeting Discussion and Activities	40
Meal Planning	
Get Organized!	
Batch Cooking - Make It Now, Freeze It For Later	
Leftovers - Who Wants Them?	
Time Saver or Time Waster?	
High Tech In The Kitchen	
Food Preparation, Eat and Clean-Up	60
Home Activities and Meeting Four - Date, Time and Place	5
	TOTAL <u>2 hours</u>

MEETING OPENING

ROLL CALL

- Remember to reinforce each member's suggestions positively. Many answers may tie in with meeting topics and could be used to introduce the topics of the meeting to members.

Some Possible Answers:

- meal planning
- organizing meal preparation
- batch cooking (cooking foods and freezing extras)
- "batch" chopping, grating, slicing or dicing foods for several uses
- keeping file box full of quick and easy recipes
- using small pieces of tender meat instead of larger portions (roast) which take longer to cook
- using cooking methods such as broiling, stirfrying, steaming, barbecuing and poaching
- organizing kitchen and work space
- knowing how to use appliances, if available
- making "one dish meals"

ACHIEVEMENT DAY DISCUSSION

- Introduce topic to members and give some suggestions as to what the club could do.

MEETING DISCUSSION AND ACTIVITIES

MEAL PLANNING

- Review "Checklist for Meal Planning" and "Meals That Taste Good, Look Good and Smell Good ..." with members.
- A suggested activity to have members understand these concepts is to divide members into small groups and give each group one of the following situations. Have groups suggest a menu for a meal appropriate for the situation based on reviewing the questions listed on Page 18 of the Members' Manual. Remind members to consider the variety of flavors, colors, shapes, textures and temperatures when planning their menu. You may want to provide members with recipe books to give them ideas.

Following are three situations (you may think of others):

- a. Each member in your family takes turns getting supper ready. You are responsible for planning and serving supper each Wednesday night. You get home from school at 4:00 p.m. Everyone else gets home and is ready for supper at 6:00 p.m. except for your brother who gets home from hockey practice at 7:15 p.m. Assuming that you have all of the necessary dishes, cooking equipment and ingredients available, what will you serve?
- b. You are planning a surprise birthday party for your friend on a Saturday night. You are expecting 10 people at 7:00 p.m. You are going to be away all day at a 4-H judging competition and won't get home until 5:00 p.m. Assuming you can shop for ingredients you want on Friday night, what will you serve?
- c. It is Mothers' Day and you and your sister decide to treat Mom and the rest of the family to a special supper. You have all of Sunday afternoon to prepare the meal and a well stocked cupboard and refrigerator. Thinking about your family's likes and dislikes, what will you serve?

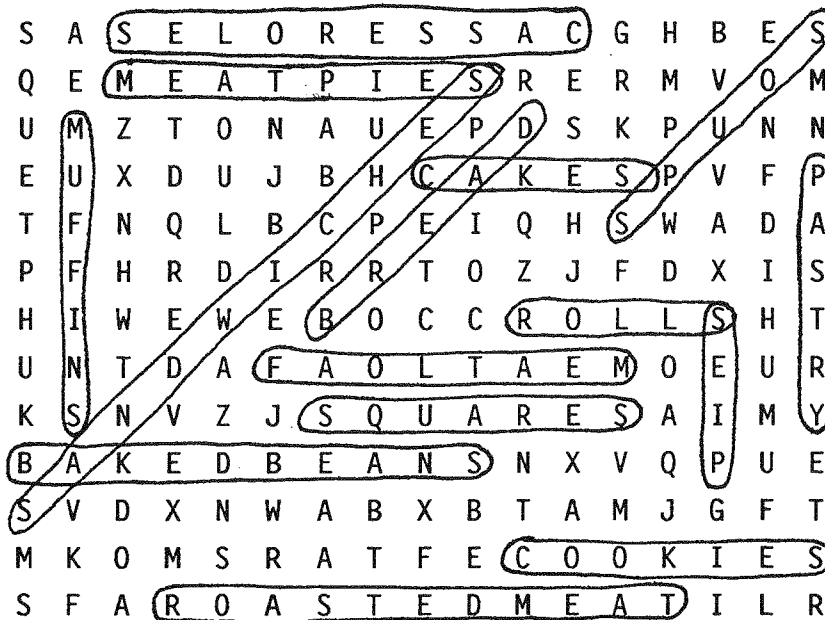
GET ORGANIZED!

- To help members understand this information, have them develop a work schedule for the menu that they selected for the previous activity. If a party is planned for meeting six, making a schedule for the foods planned could also be completed. Have members present their menus and work schedules and discuss as a group.

BATCH COOKING - MAKE IT NOW, FREEZE IT FOR LATER

- The "Word Search" activity may be completed during this section or as an activity to keep interest during cooking.

ANSWER TO WORD SEARCH



- If a freezer is available, you or a youth leader may demonstrate to members proper ways to prepare and store foods in the freezer including:
 1. What vapor and moisture proof wrappings are.
 2. Labelling package (with name, date, servings and cooking instructions).
 3. Where to place food in freezer.
 4. How to keep running inventory. (If you have foods already in freezer, you may indicate how these were packaged, etc.)

LEFTOVERS - WHO WANTS THEM?

- Give members 2 - 3 minutes to complete true and false activity and review answers as a group.

ANSWERS TO STORING LEFTOVER AND PLANNEDOVER QUIZ

1. True. Storing leftovers in airtight containers will prevent food from drying out; limit absorption from other refrigerator odors; prevent bacteria and mold spores from growing and retain as many nutrients as possible. Storing foods in a clear container will help prevent them from being forgotten in the refrigerator.
2. True.
3. False. Storing leftovers in the area of the refrigerator where they are visible will increase the chances that they will be remembered and used.
4. False.

TIME SAVER OR TIME WASTER

Complete quiz as a group or have members work on answers individually and take up as a group.

ANSWERS

1. Time wasters. Skins can be left on vegetables to not only save time but also retain extra nutrients and fiber. Vegetables should be cleaned thoroughly first!
2. Time saver. Many of these can also be purchased prechopped, grated, sliced or diced. However, sometimes these are more expensive so the extra cost must be weighed against the added convenience.
3. Time waster.
4. Time waster.
5. Time saver.
6. Time saver.
7. Time saver.
8. Time waster.
9. Time saver.
10. Time saver.

HIGH TECH IN THE KITCHEN

- Review with members.
- If you have many different small kitchen appliances (or can collect some from others) you may want to have them on display to familiarize members with them.
- IF TIME PERMITS, you might have a youth leader (if there is one in your club) provide a short demonstration or presentation on a small kitchen appliance.

OR

You may have each member choose a small kitchen appliance and give a one minute speech on it. (Some planning should be done in the previous meeting for this). Appliance manuals are a good resource for this activity. Topics could include "Using the Appliance Safely", "Time Saving Techniques", etc.

FOOD PREPARATION

Prepare at least one recipe during meeting.

1. Pizza Style Frittata - This recipe uses eggs which are a quick and easy base around which a meal can be planned. The technique of making an omelette which is used in this recipe should be reviewed with members.
2. Fast Fixin' Salad and Thousand Island Dressing - This recipe shows how a salad which contains meat and cheese can be a quick and nutritious meal.
3. Make Ahead Meat Sauce - This reinforces the idea of "batch cooking" or "plannedovers". The cooking time is lengthy so this should either be started before the meeting begins or be encouraged to be done as a home activity.

HOME ACTIVITIES

1. Small Kitchen Appliance Survey
Review with members how to complete this survey. Explain to members how to fill in the chart. Review survey results at the beginning of next meeting.
2. Recipe preparation
You may want to review recipes with members.

MEETING FOUR

TAKING THE MYSTERY OUT OF MICROWAVING

OBJECTIVES

This meeting provides the basics of microwave cookery. At the end of this meeting members will:

1. Understand how a microwave works.
2. Be able to identify the parts of a microwave.
3. Understand the basic principles of food preparation in the microwave.

<u>IN A NUTSHELL</u>	
<u>Activity</u>	<u>Minutes</u>
Meeting Opening	20
Roll Call	
Review Meeting Three Home Activity	
Achievement Day Discussions	
Meeting Activities - Discussions	45
How Microwave Ovens Cook	
Parts of the Microwave Oven	
Wattage	
Power Levels	
Test Your Microwave Cooking I.Q.	
Hot Spots	
Glossary of Microwave Cooking Terms	
Arrangement of Foods	
Great Cover-Ups	
Microwave Magic Word Scramble	
Food Preparation, Eat and Clean-Up	45
Home Activity and Meeting Five Date, Time and Place	10
	<u>TOTAL 2 hours</u>

MEETING OPENING

ROLL CALL

- The purpose of this roll call is to have members realize that even if they don't have a microwave at home, there are many other places where they can use their knowledge about microwave ovens and situations where they offer convenience.

Places where members may have used a microwave oven are:

- at home
- at a neighbor's, friend's or relative's home
- at school
- while babysitting
- at a convenience store or restaurant

Situations where microwave ovens may offer convenience to members include:

- heating snacks or single portions of food for hungry younger brothers or sisters or while babysitting
- cooking or heating individual servings of food when they aren't able to eat with the rest of the family

- cooking individual servings for people who live alone
- when it is hot outside and they don't want the kitchen to get hot from cooking
- when they have a convenience food to be warmed or reheated
- defrosting foods they may forget to take out of the freezer
- entertaining on short notice

REVIEW MEETING THREE HOME ACTIVITY, "SMALL KITCHEN APPLIANCE SURVEY"

- Tabulate members' survey results. How did member's individual survey results compare to those overall?
- What conclusions can be drawn from their findings?

ACHIEVEMENT PROGRAM

- Continue discussions and planning for achievement program.

MEETING DISCUSSION AND ACTIVITIES

HOW MICROWAVE OVENS WORK

- Review this section with members and compare to cooking in the conventional oven and on the range top.

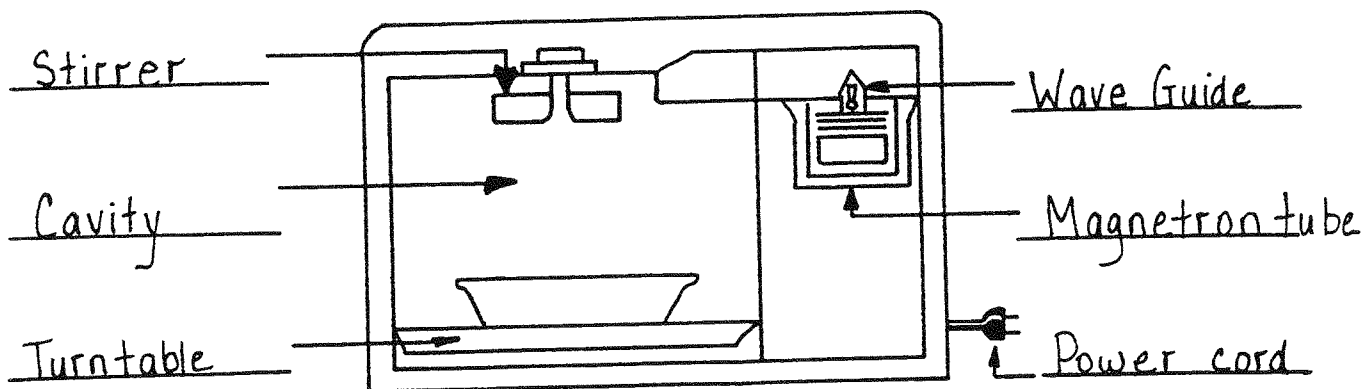
Answers:

In the conventional oven, food cooks from the heat that is in the air in the oven.

On the burner on the range top, the pan gets hot from the heat from the burner and cooks the food.

PARTS OF THE MICROWAVE

- Point out the different parts of the microwave on the oven that you are using for the meeting.
- Many microwave ovens have parts in addition to those listed in the members' manual. If your oven has additional features, you may want to point them out and explain their function. (See Supplementary Information.)



ENERGY LEVELS

- Review with members. The term wattage is also used to measure the energy in items such as light bulbs and hair dryers. Have members determine the wattage of the microwave oven being used in the meeting. Compare with wattage of a light bulb.

POWER LEVELS

- Review with members. Those members who have a microwave oven at home can try to recall what power levels are on their oven at home.
- To help explain the concept of power levels you can have members try the following experiment:
Take three custard cups. Fill each half full with water of the same temperature.
Put #1 in the microwave oven, heat at 100 % power for one minute. Remove from oven.
Put #2 in the microwave oven, heat at 50 % power for one minute. Remove from oven.
Put #3 in the microwave oven, heat at 30 % power for one minute. Remove from oven. Observe the temperature of the water in the three cups. Have members use a thermometer, if available, to check the temperature of the water, when custards cups are removed from the oven.

HOT SPOTS

- Test for hot spots in the microwave oven being used for the meeting. Use the "S'mores" recipe in the Recipe Booklet for the activity. After marshmallow has puffed up and chocolate and graham wafer are added to the top, have members individually program the microwave themselves for the final 10 seconds of cooking. This will help members become familiar with the microwave oven and given them practice at programming.

TEST YOUR MICROWAVE COOKING I.Q.

Answers:

- | | |
|-------|-------|
| 1. T. | 2. F. |
| 3. T. | 4. F. |
| 5. T. | 6. T. |

GLOSSARY OF MICROWAVE COOKING TERMS

- These techniques should be reinforced by being emphasized during recipe preparation.

Piercing -	Moving the outer, warmed edges of food to the cooler inside to speed cooking, prevent overcooking and promote even cooking.
Rearranging -	Cover very thin edges or bony sections of meats, or corners of square dishes with strips of foil to prevent overcooking.
Rotating -	Some foods have a natural skin that firms quickly during microwaving. To prevent food from bursting during cooking, pierce the skin of foods such as potatoes, egg yolks, apples, sausage, pumpkin and squash.
Shielding -	Corners or sides of a dish receive more microwave energy than others. Your oven may also have hot spots. To ensure even cooking, rearrange pieces of food from the edge by placing in the center and vice versa.
Stirring -	Large items like roasts should be turned over at least once during cooking (upside down and end for end). Baked goods also cook more evenly when the dish is rotated 1/2 turn at least once during cooking.
Tenting -	Covering food such as a roast with a piece of foil during standing time to keep the heat in.

ARRANGEMENT OF FOODS IN MICROWAVE

The "Spudweisers" and "Parmesan Chicken" (meeting five) recipes will help show this concept.

GREAT COVER-UPS

- A demonstration and examples of cover-ups including how to remove the covers could be done to explain this material to members. Emphasize the importance of safety procedures when removing covers. This would make a good youth leader activity.

JUST FOR FUN - MICROWAVE MAGIC WORD SCRAMBLE

Answers:

atswt	- watts
rboep	- probe
ubcci otfo	- cubic foot
rwpoel leev	- power level
tsfa	- fast
oth tsop	- hot spot
ingdstna meti	- standing time
ttuaelnbr	- turntable
nrmatgone	- magnetron

RECIPE PREPARATION

1. S'mores - (see "Hot Spot" section on page 21 of Leaders' Guide)
2. Spudweisers - this recipe will show members how foods should be arranged in the microwave oven and the technique of piercing.
3. Meatloaf in a Mug - this recipe will give members practice at programming and shows members the use of wax paper as a covering.

HOME ACTIVITY

1. Information on Microwave
 - Review activity with members and make sure that they understand where to find the information about the microwave oven.
2. Recipe Preparation
 - You may want to review recipes with members.

SUPPLEMENTARY INFORMATION

Humidity Sensor

With this feature, the oven automatically determines cooking times and power settings. An electronic sensing device detects a change in the moisture level of the appliance cavity caused by a burst of steam produced by moisture in foods as they cook. From this change in moisture level, the sensing device calculates the power level and additional time needed for the food to cook. Cooking methods differ from conventional microwave methods. The food must be tightly covered and at refrigerator temperature. The oven door must be closed during the entire cooking process. The size of the cooking container in relation to the food will directly affect cooking results of the end product.

This feature is ideal for defrosting meats, for foods that need no stirring or rotating and for foods that can be tightly covered.

Temperature Probes

The probe uses temperature rather than time to determine doneness. It has a variety of potential uses -- for defrosting, cooking casseroles, reheating.

Most microwave probes detect the food item's internal temperature. When the desired oven temperature is reached, the appliance automatically shuts off. Some probes will maintain a preset temperature, an advantage for preparing foods that need to simmer.

Memory Programs

They will pre-program 3-4 cooking operations by time or temperature, for a delay start, defrost, and hold and cook. The drawback is that most foods only require 1 to 2 sequential steps during the cooking process and also need to be stirred or rotated during the process.

Computer-card cooking refers to pre-programmed cards for specific recipes. A menu or recipe card is inserted and the appliance completes the task. Program adjustments must be made if there are changes such as in the quantity of food being prepared or in the size of dish being used.

Some appliances allow the user to program personal recipes. Recipes are coded to be brought out of storage by calling up the code number. Storage space limits the number of recipes that can be programmed and a file must be kept of each recipe code number.

Voice Synthesizer

Once the microwave has been programmed, a computerized voice verbally reminds the user of programming steps, cooking stages, food temperature and decreasing cooking time.

Cooking Shelves

Shelf cooking allows two or more foods to be microwaved at one time. While they are designed to prevent electrical arcing, they should not be used with very small quantities of food. All food must be ready at the same time before cooking. An open arrangement of foods (that acts like a sieve) is important to allow those on the bottom shelf to cook and not be shadowed by those on the upper shelf. Combining foods on the rack will require almost the same time as regular microwave cooking that is done in sequence.

When cooking foods singly, the shelf can be used to elevate foods that don't cook well in the middle, e.g. cakes, pies.

Source: Ontario Foods in the Microwave
Oven, Ontario Ministry of
Agriculture and Food, 1985.

MEETING FIVE

MICROWAVED MEALS IN MINUTES

OBJECTIVES

By the end of this meeting, members will:

1. Be able to select cookware suitable for the microwave oven.
2. Understand the principles of defrosting and reheating in the microwave oven.
3. Understand proper safety and cleaning procedures for the microwave oven.

<u>IN A NUTSHELL</u>	
<u>Activity</u>	<u>Minutes</u>
Meeting Opening	20
Roll Call	
Planning For Meeting Six	
Meeting Activities and Discussion	40
Cookware for the Microwave Oven	
You Be The Judge	
Defrosting	
Reheating	
Oops! What Went Wrong?	
Are Microwave Ovens Safe? Yes!	
Keep It Clean	
Food Preparation, Eat and Clean-Up	55
Home Activity	5
	<u> 5</u>
	TOTAL 2 hours

MEETING OPENING

ROLL CALL

- Answers to the roll call may range from food safety and handling practices to proper use of appliances. The important point to emphasize is that safety is always important. This roll call provides an introduction to the safe use of the microwave which is discussed in this meeting.

PLANNING FOR MEETING SIX

- All decisions regarding Meeting Six activities should be made before leaving this meeting, including who is responsible for the different activities.

MEETING ACTIVITIES AND DISCUSSIONS

COOKWARE FOR THE MICROWAVE

- Review information with members, demonstrating with examples of the different utensils and their uses described in the "Microwave Cookware and Utensil Guide".
- If possible, show members dishes having gold or silver trim not appropriate for microwaves and examples of microwave safe and non-microwave safe plastic dishes and storage containers.
- Explain what the term "arcing" means. Some members may have had this happen to them.
- Demonstrate the microwave dish test to members or select one or two members to try it for the rest of the club. Test two or three different types of dishes. Remember that this test should not be used for plastic containers.

JUDGING COOKWARE FOR THE MICROWAVE OVEN

- Judging microwave cookware will help members learn how to select cookware for the microwave oven and how to judge and give reasons properly.
- To set up the class, select four different pieces of cookware which vary according to the judging criteria (see Members' Manual). An example of a class might be:

1. A round, glass casserole dish with handles and tight fitting cover (e.g., Corning Ware, Pyrex).

Judging points

- microwave safe;
- round, therefore even cooking;
- could be used in both conventional and microwave ovens;
- could be used for different recipes;
- cover makes it unnecessary to use plastic wrap or foil as covers;
- handles make it easy to hold onto;
- easy to clean and store.

2. Rounded, microwave-safe plastic containers with cover.

Judging points

- microwave safe;
- cannot be used in conventional ovens;
- rounded shape for even cooking;
- handles, easy to use;
- plastic, may stain.

3. Rectangular, glass dish without handles (Pyrex, Corning Ware).

Judging points

- microwave safe;
- could be used in conventional ovens but only microwave ovens without turntable;
- could be used for quite a few recipes;

- non-rounded shape results in uneven cooking in microwave;
- more difficult to hold onto;
- easy to clean and store.

4. Aluminum foil dish, more than 2 cm in height.

Judging points - not microwave safe

- Before starting the judging activity with members, explain how to judge and how to give reasons. (See 4-H Leaders' Handbook for Judging Information.)

DEFROSTING

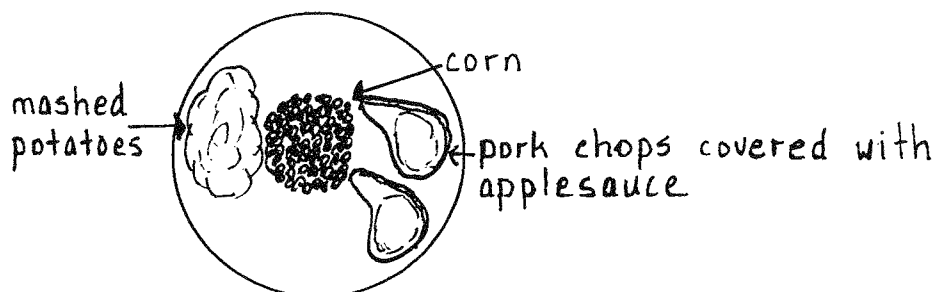
- The defrosting information could be reviewed while demonstrating how to thaw the chicken for the Crispy Parmesan Chicken recipe that should be prepared during this meeting.
- When foods are defrosting in the microwave, the microwaves prefer water molecules to ice crystals. This is why foods can begin to cook on a defrost setting. (The microwaves are attracted to the thawed food portion, not the frozen.)
- To illustrate the above point, you could put a scoop of ice cream on a serving of fruit pie or crisp. The ice cream should be frozen hard. The pie can be at room or refrigerator temperature. Heat for 15 seconds. At the end of cooking time, the pie should be warm while the ice cream should remain cool. Ask members for their expectations before cooking and have them compare these to the results. Explain reason for results.

REHEATING

- Review as a group. This may be one of the most common uses that members will make of their microwave oven as they reheat food when they get home past mealtime or for snacks. Do members have techniques to share with others?

Answers to Reheating Activity

pork chops
applesauce
whole kernel corn
mashed potatoes



OOPS! WHAT WENT WRONG?

Answers:

- | | |
|-------|-------|
| 1. D. | 2. C. |
| 3. A. | 4. E. |
| 5. B. | |

ARE MICROWAVE OVENS SAFE? YES!

Review as a group.

KEEP IT CLEAN

Review as a group.

RECIPE PREPARATION

- prepare at least one recipe and vegetable for this meeting

1. Parmesan Chicken.
 - Demonstrate how to defrost chicken for this recipe. This recipe also shows the technique of proper arrangement of foods in the microwave oven. Emphasize that for tender results, many protein foods should not be cooked at 100% power.
2. Guidelines for Vegetable Cookery
 - Have members prepare at least one vegetable listed on chart to learn the basics of vegetable cookery in the microwave.
3. Quick Rice Pudding
 - This shows members the technique of stirring.
4. Bunwich
 - This recipe shows the proper way of heating a meat sandwich in the microwave oven to prevent the bread from becoming tough or soggy.

HOME ACTIVITIES

1. Microwave Dish Test

If members do not have a microwave at home, make alternate arrangements for members, e.g. come to next meeting early, share activity with another club member.

2. Recipe Preparation

- You may want to review recipes with members.

MEETING SIX

DATE: _____

OBJECTIVES

1. To reinforce information learned in Meetings One to Five.
2. To complete planning for the Achievement Program.

POSSIBLE ACTIVITIES

1. PARTY FEATURING MEAL MADE IN MICROWAVE

Use the following charts to help plan your party.

Theme: _____

Date of Party: _____

Time: _____

Place: _____

Guest List: _____

Coordinators for:

food* _____

invitations _____

decorations _____

utensils and plates _____

table layout _____

clean-up _____

games _____

photographer/media _____

- * Choose recipes -- these could include the recipes from Meetings 1-5 that members liked best, or the recipes provided for Meeting 6.

MENU PLANNER

	Number of Servings	Person Preparing Recipe	Color/ Temperature/ Texture
--	--------------------------	-------------------------------	-----------------------------------

APPETIZER & SNACKS

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MAIN COURSE(S)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SALAD(S)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DESSERT(S)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

BREAD/CRACKERS/ROLLS

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RELISHES

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

BEVERAGE

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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