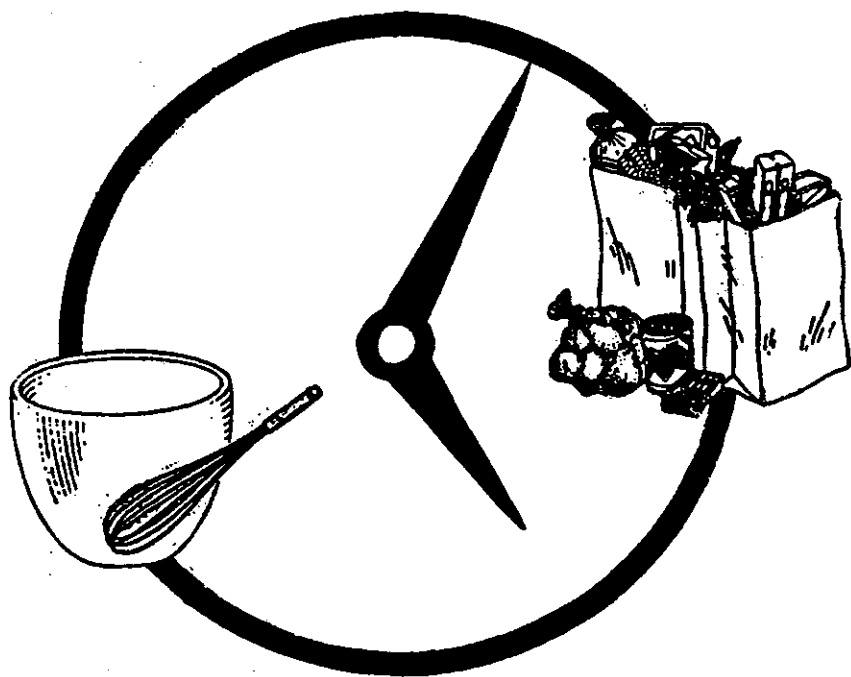




LEARN TO DO BY DOING

# GOOD FOODS



# *FAST*

NAME

AGE

CLUB

NUMBER OF CLUBS



Ontario  
4-H Council



Ministry of Agriculture,  
Food and Rural Affairs

4-H 1300 89 ME

## 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**

Little time to prepare foods or eat? As you and your family juggle school, work, 4-H and other activities, having nutritious and tasty meals and snacks can become a real challenge. This project provides information and ideas for quick and easy foods that you can make for yourself, your family and your friends using either a conventional or a microwave oven.


**OBJECTIVES**

Upon completion of this project you will be able to:

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

**SPECIFIC REQUIREMENTS**

1. MEETINGS
  - all roll calls answered
  - all exercises, questions and activities completed
2. HOME ACTIVITIES
  - all home activities for each meeting completed
  - comments on recipes made at home recorded in chart on page 46

The apple symbol  throughout this manual indicates a meeting or home exercise, question or activity.

**ACHIEVEMENT PROGRAM**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Date Book and Project Due to Leader: \_\_\_\_\_

# MEETING ONE

# EATING ON THE RUN

DATE: \_\_\_\_\_

NEXT MEETING:  
DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

PLACE: \_\_\_\_\_

## ROLL CALL

Describe one situation when you or your family need to prepare foods in a hurry, e.g. breakfast on school mornings.

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*



## WHAT IS YOUR FAST FOODSTYLE?

When you are constantly "on the go" it is important to maintain healthy eating habits. Take this mini-quiz and determine what track your "fast foodstyle" is on. Circle the answer that most closely indicates the foods you choose and the way you eat, then turn the page and score yourself.

1. In the morning,
  - a. I buy a doughnut, chocolate bar or another snack food on the way to school or during morning break for my breakfast.
  - b. I usually eat a breakfast containing foods from at least 3 food groups in Canada's Food Guide.
  - c. I usually don't feel hungry and/or am too tired to eat breakfast.
  
2. At lunch, I would prefer
  - a. Not to eat because I am watching my weight.
  - b. A glass of milk, ham and cheese sandwich, apple and granola bar.
  - c. A hot dog, can of pop and bag of potato chips.
  
3. When I get home from school,
  - a. I am usually so hungry, I eat a lot and then am not very hungry at supper.
  - b. If I am hungry I will have a nutritious snack to hold me until supper.
  - c. I will find a "treat" to eat while I watch TV, whether I am hungry or not.
  
4. Every day,
  - a. I eat whatever I want, regardless of whether it follows Canada's Food Guide or not.
  - b. I usually eat the recommended number of servings from all four food groups from Canada's Food Guide.
  - c. I don't really eat according to Canada's Food Guide because I take a vitamin pill.



**Rate Yourself:**

For each "b" answer that you selected, score yourself 10 points.

30 - 40 points. Great! Sounds like you have your eating habits well under control and you are speeding along the right track.

20 points. You have started on the right track but need help to keep you on course all day long!

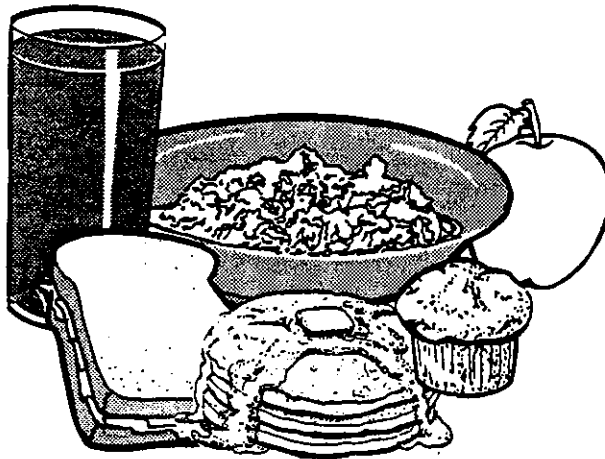
0 - 10 points. Looks like you are chugging along the wrong track and need help in improving your fast foodstyle! Read on!

**GIVE BREAKFAST A BREAK!**

Do you enjoy breakfast? If so, that is great! Unfortunately many people skip breakfast or have only coffee. Some of the common reasons given for skipping breakfast include "I don't have time", "I'm never hungry then", "I'm too tired to eat" or "I want to lose weight".

Skipping breakfast is not a good idea, for two important reasons:

1. Breakfast provides your body with the energy to function properly - and enjoy the day. Studies have shown that people who don't eat breakfast have low blood sugar levels by midmorning. They take longer to make decisions, can't exercise for long periods of time and are less able to concentrate.
2. Breakfast helps to regulate your appetite and control weight. People who skip breakfast tend to become hungry later in the day and then overeat. On the other hand, people who do eat good breakfasts tend to eat less food over the whole day.

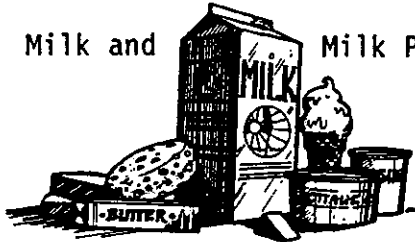


Breakfast of Champions

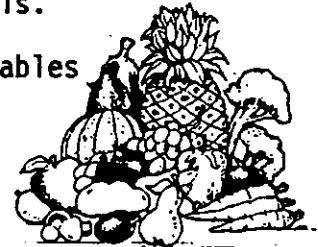
Breakfast doesn't have to mean a huge breakfast of eggs, bacon, home fries, toast, milk and juice. If you are in a hurry in the morning, there are many foods that are nutritious and don't take a long time to prepare. You can eat them at home or even pack them to eat on the way.

Ideally, breakfast should contain foods from all four food groups from Canada's Food Guide. Choose foods from these groups which are low in fat, sugar and salt and high in fiber, vitamins and minerals.

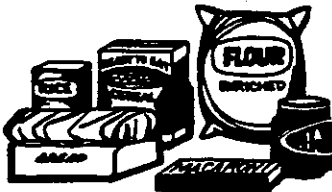
Milk and Milk Products



Fruits and Vegetables



Breads and Cereals



Meat, Fish, Poultry and Alternates



Some Good Breakfast Choices

- a whole grain muffin (see Spiced Apple Muffin recipe in Recipe Booklet) with a piece of cheese, orange and glass of milk
- whole grain cereal with fresh or dried fruit (see "Fruit and Bran Breakfast Mix" recipe in Recipe Booklet) and milk or yogurt
- T.L.C. - toasted tomato, lettuce and cheese sandwich with glass of orange juice
- last night's leftover pizza, with an apple and glass of milk
- reheated pancakes (see Easy Pancake recipe in Recipe Booklet) or waffles topped with fruit and a glass of milk
- poached egg, ham and cheese on an English muffin (see recipe Egg N' Muffin in Recipe Booklet), juice and yogurt
- tuna, grilled cheese or peanut butter sandwich with milk and a piece of fruit



Can you suggest some other nutritious breakfast menus that you would enjoy?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**CEREAL SENSE**

Some cereals are good buys while others do not make the grade nutritionally. When buying cereals, read the label carefully to find the brands that contain the most nutrients and fiber and least sugar.

Most boxes of cereal contain nutrient information on the side panel. Sugar is usually listed as "sugars" or "sucrose and other sugars" and is measured in grams.

4 grams of "sugars" or "sucrose and other sugars" = 1 teaspoon or 5 ml

Some cereals are a good source of fiber, others are not. Fiber works in many important ways in the body. Bran and whole grain cereals have the highest fiber content. The fiber content is usually listed on the side panel of most cereal boxes as "dietary fiber".

Serving Size: 30 g = 100 ml (1/3 cup)



TYPICAL NUTRIENT CONTRIBUTION PER SERVING			
		CEREAL ALONE	CEREAL +125 ml P.S. milk
ENERGY	CALORIES	110	175
	kJ	460	730
PROTEIN	g	2.7	7.0
FAT	g	4.3	6.8
CARBOHYDRATE	g	20.8	27.0
SUGARS	g	8.4	14.6
STARCH	g	7.0	7.0
DIETARY FIBER	g	5.4	5.4
SODIUM	mg	150	215
POTASSIUM	mg	185	385



**HOW MUCH SUGAR AND FIBER IN YOUR FAVORITE CEREAL?**

Read the the side panel of different cereal boxes and determine the amount of sugar and fiber that they contain per recommended serving (without milk). Calculate the number of teaspoons of sugar using the formula at the top of this page. Complete the chart below with the information you obtain.

CEREAL	SUGAR CONTENT (number of teaspoons)	DIETARY FIBER CONTENT (G)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### SNACK ATTACKS

Do you love to snack? Most teens do. In fact, almost one-quarter of a teenager's calories each day comes from snacks. Snacks are foods that are eaten between meals.

### IS SNACKING GOOD FOR YOU?

YES! Active teens with high energy and nutrient requirements may find it difficult to meet those needs with just three meals a day. Snacks can provide the extra "fuel" you need to get you through the day. There are some problems that can occur if you do not snack properly, however.

1. Dental caries (cavities). Sugary snacks such as candy or baked goods can cause tooth decay, especially if they are chewy or sticky foods. When a sugary food stays in your mouth, bacteria colonies on your teeth called plaque form acids, erode the enamel of your teeth and form cavities. Your chances of developing cavities will be greater if: 1) you eat a lot of sugary foods; 2) you eat sugary foods between meals; 3) the foods are very sticky (such as honey); or 4) you don't clean your teeth after eating and allow bacteria colonies to multiply.
2. Obesity. One factor that contributes to developing too much body fat is eating more calories than you burn off through activities during the day. "Low density" snacks (snacks with a lot of calories and few nutrients such as potato chips) can easily make you consume more calories than you can use up.

So, choose snacks wisely. Great snacks include foods that are low in sugar and high in nutrients such as fresh fruit, raw vegetables, crackers, whole grain bread, cheese, nuts, seeds, popcorn, milk and unsweetened fruit and vegetable juices.



### Snacking Survey

What foods do you snack on? Look at the list of common snack foods listed below. Choose the 10 foods you snack on most often. Assign each food that you choose a number between 1 and 10 to indicate how often you snack on these foods (put 1 beside the food you snack on most often; 10 beside the food you snack on least often).

- |                                    |                       |
|------------------------------------|-----------------------|
| _____ cookies, squares, cake, pie  | _____ potato chips    |
| _____ cereal                       | _____ fruit juice     |
| _____ chocolate bar                | _____ cheese          |
| _____ fresh fruit or vegetables    | _____ crackers        |
| _____ gum                          | _____ hot dogs        |
| _____ ice cream and ice cream bars | _____ pizza           |
| _____ French fries                 | _____ raisins or nuts |
| _____ milk                         | _____ muffins         |
| _____ sandwich                     | _____ candy           |
| _____ yogurt                       |                       |

Are these your favorite snack foods?

Yes \_\_\_\_\_ No \_\_\_\_\_

If not, what are your favorite snacks?

### **DID YOU KNOW ...**

That a survey of teenagers in 1985 showed that girls spent approximately \$5.00 a week on food away from home and boys spent \$8.50 a week. You'll have more money to spend on other things or save for a special purchase if you "pack a snack" such as raw fruit, or vegetables, juice, muffin or crackers when you leave home.



**SNAPPY SNACK ALTERNATIVES**

Instead of:

1. Soda pop
2. Doughnuts
3. Cream-filled snack cakes
4. Chips
5. Pie
6. Candy
7. Cookies

Try:

1. Juice spritzer. Mix 3 parts juice to 1 part mineral water. Grape, orange, cherry and cranberry juices work well.
2. Bagels
3. Flavored quick breads, such as banana nut, pumpkin, zucchini, apricot or raisin, or whole-grain muffins
4. Unbuttered popcorn, low fat crackers, rice cakes, or raw vegetables
5. Baked fruit (e.g. apple), fresh fruit, pudding or applesauce sprinkled with crumbled graham crackers and cinnamon
6. Peanut butter and celery, peanut butter and bananas, sandwich, nuts or seeds.
7. Vanilla wafers, ginger snaps, whole-wheat fig bars, wholewheat apricot bars, or graham crackers



**HOME ACTIVITIES**

1. Choose one place that sells food in your community such as the school cafeteria, school vending machines, convenience or variety store, gas station, grocery store, snack bar at local arena/recreation park or health food store. Consider the nutritional value of the snacks that they sell there and place them under the appropriate heading in the chart below. (Depending upon the range of snacks available, not all snack categories may have a snack listed in them.)

ANYTIME SNACK	OCCASIONAL SNACK	NEVER AS A SNACK

2. Make one of the breakfast recipes for Meeting One and complete the "Recipes Made At Home" report on page 46.

# MEETING TWO

# A LOOK AT CONVENIENCE FOODS

DATE: \_\_\_\_\_ Next Meeting: \_\_\_\_\_  
 TIME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 PLACE: \_\_\_\_\_ TIME: \_\_\_\_\_  
 PLACE: \_\_\_\_\_

### ROLL CALL

Name two convenience foods available at your local grocery store.

1. \_\_\_\_\_

2. \_\_\_\_\_

### \*\*\*\*\* CONVENIENCE FOODS - A GOOD, QUICK SOLUTION? \*\*\*\*\*

The variety of convenience foods available is rapidly increasing. Convenience foods are foods that have usually had some processing such as cutting, chopping, mixing or cooking done to them to make them easier and faster for people to use at home.



More and more outlets are selling convenience or "ready-made" foods. Can you name three places where you can buy convenience foods in or near your community?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

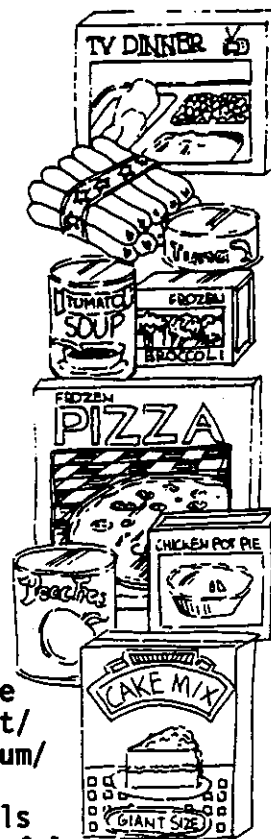
Compared to homemade or food "made from scratch", convenience foods offer a number of advantages and disadvantages.

#### Advantages

- usually quicker to prepare
- require fewer ingredients and cooking equipment which is good for a person living alone
- sometimes guarantee better results than homemade (crescent dough)

#### Disadvantages

- often more expensive
- often have added fat/sugar/calories/sodium/additives and fewer vitamins and minerals
- may not be as flavorful





**YOU BE THE JUDGE!**

Each person must decide for himself or herself whether or not to use a particular convenience food. That means weighing their advantages against their disadvantages and deciding what is most important at any given time with the resources available.

To compare the advantages and disadvantages of convenience foods, prepare a food made "from scratch", the same food made from a mix and the same food which is purchased either frozen or ready made. Record your results below and answer the questions which follow.

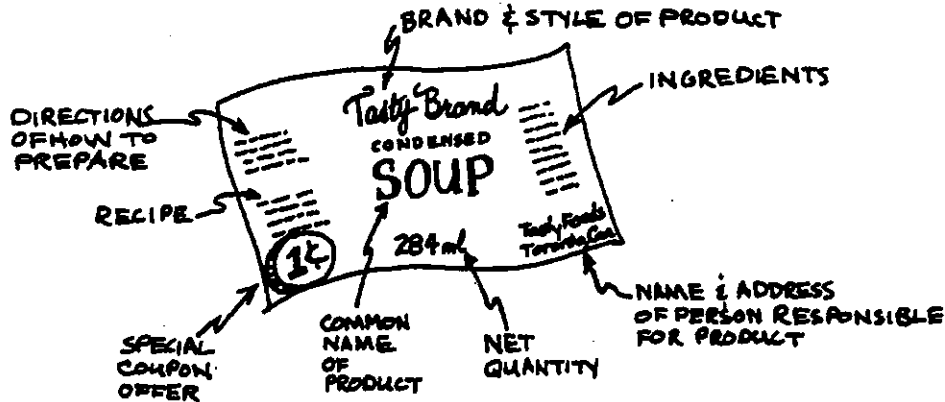
FOOD	PREPARATION TIME (minutes)	COOKING TIME (min.)	COST PER SERVING	APPEARANCE	TASTE

1. Which food took the shortest total time (preparation time and cooking time) to prepare?  
\_\_\_\_\_
2. Which food had the lowest cost per serving?  
\_\_\_\_\_
3. Which food did you think was the most appetizing (appearance and taste)?  
\_\_\_\_\_  
\_\_\_\_\_
4. What are your conclusions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### BE A WISE CONSUMER!

Manufacturers often put a lot of information on the package label of foods. Some of it is required by law; some of it is not. Look at the label below. Circle those items which are required by law to be on the package label. Those items not circled are often added to either encourage you to buy the product or help you prepare it.



### List of Ingredients

One of the most useful pieces of information on the label is the list of ingredients. The ingredients in a food must be listed in their descending order of weight. In other words, the ingredient present in the greatest quantity will be listed first and the ingredient present in the smallest quantity will be listed last.

Example: SESAME CRACKERS

<b>INGREDIENTS:</b> ENRICHED FLOUR (NIACIN, IRON, THIAMINE MONONITRATE, RIBOFLAVIN), SHORTENING (LARD AND/OR COCONUT OIL AND/OR HYDROGEN- ATED SOYBEAN OIL), GRAHAM FLOUR, SESAME SEEDS, SALT, SUGAR, YEAST, SODIUM BICAR- BONATE, MALT SYRUP, REFINERS MOLASSES, LECITHIN, AND NATURAL FLAVORING.
--

Some convenience foods contain a lot of sugar, salt (sodium) and fat. Some sugar is contained naturally in foods such as in fruit and milk. Sugar is also added to foods in many forms such as: sugar or sucrose, brown sugar, glucose, fructose, dextrose, liquid invert sugar, molasses, honey and corn syrup.

Salt or sodium chloride is often added to foods to give added flavor or act as a preservative (such as in pickles). You will know if salt has been added by looking for the words salt, sodium chloride, monosodium glutamate or another "sodium" containing word on the ingredient list.



Are fat, sugar, and salt included in the ingredient list above? If so, circle the sources of each.



Make a list of ingredients for each food that was prepared for the "You Be the Judge" activity.

1. Use the recipe to determine the list of ingredients for the food made "from scratch". (Write the ingredients in descending order of quantity.)
2. Use the ingredient list from the package for the convenience foods and include ingredients that you may have added. (such as margarine, milk, etc.) If possible, put all ingredients in descending order of quantity.

Food #1: \_\_\_\_\_

Ingredients: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Food #2: \_\_\_\_\_

Ingredients: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Food #3: \_\_\_\_\_

Ingredients: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were the ingredients present in the greatest quantity the same for all foods? If not, explain how they differ.

\_\_\_\_\_

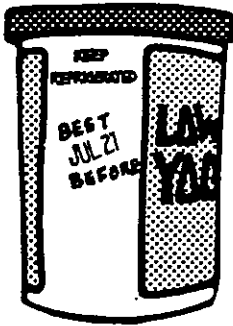
\_\_\_\_\_

\_\_\_\_\_

Based on the ingredients and their amounts, which food is probably the most nutritious?

\_\_\_\_\_

### Best Before Date



The "best before" statement on labels indicates the length of time during which a food will keep its normal wholesomeness, taste and nutritional value. "Best before" dates must be given on pre-packaged foods that have a durable life of 90 days or less.

You should always check the "best before" dates of foods before you buy them. Choose those that you know you will use before the "best before" date indicated. (Some foods may still be safe to eat after the "best before" date shown, but you can expect some loss of quality).

### BUYING A SAFE BITE TO EAT

Some foods, such as those sold from vending machines or mobile canteens and those which have a durable life of more than 90 days, do not require a "best before" date. To make sure that you choose and eat safe and nutritious foods:

- avoid eating or tasting foods from dented, corroded or leaking cans
- wipe lids of canned fruit juices, puddings or soups if you are going to eat the food from the can
- make sure hot foods are piping hot and cold foods are refrigerator cold when purchased from vending machines or food outlets
- select wholesome looking foods, NOT mouldy, discolored or musty food
- do not buy frozen foods where the packaging has been opened or visibly damaged resulting in exposure of food to air
- select frozen foods free of noticeable ice crystals or soiled or discolored packaging which indicates that the food had thawed and refrozen



### SHARPEN YOUR SHOPPING SKILLS

There are over 24,000 food items in the average grocery store today with the average shopper spending about 30 minutes making his/her selections from all of these items. Getting the best buys in the shortest amount of time requires skill. Test your skill by circling T or F to indicate whether the following shopping statements are true or false.



1. It is always good to shop when you are hungry because this helps you select items more quickly. T      F
2. Preparing a shopping list before you go to the store is a good idea. T      F
3. You should always take advantage of specials, even if it means going to an out-of-the-way grocery store. T      F
4. If possible, it is good to shop during off hours when there are fewer people in the store. T      F
5. Grocery items that are put at the end of aisles and at special displays are always cheaper sale items and therefore a good buy. T      F

### **GETTING THE MOST FROM FROZEN DINNERS**

"Frozen entrees" or "TV dinners" have grown in popularity as people become busier and have less time for food preparation. While these are usually fast and easy to prepare, they are often high in fat and sodium and low in fiber. Frozen dinners are okay occasionally but shouldn't become the mainstay of your meals everyday. When choosing frozen dinners:

- Choose those that are low calorie, which also tend to be lower in fat. (Note that they are high in sodium.)
- Avoid those which are fried, breaded or covered in butter or cream sauces.
- Give your frozen dinner a boost by adding one or more of the following: green salad, raw vegetables, fresh fruit, whole grain bread, milk.

### **FAST FOODS GUIDE**

Are you a fast food junkie? Each year Canadians chew their way through \$4 billion worth of hamburgers, fried chicken, hot dogs, french fries and pizza! How do these foods rate nutritionally?

Fast food is often called junk food, but it does provide many nutrients. Unfortunately, those nutrients also bring along with them a lot of fat, salt and calories.

If you eat a lot of fast foods here are some tips to help you with your selections:



- Pizza is one of the most nutritious of fast food choices. Keep the amount of fat to a minimum by avoiding, or choosing only one meat topping such as pepperoni, bacon and sausage. Avoid sodium laden olives and anchovies, but load up on veggies such as mushrooms, green peppers, and extra tomatoes.
- A flame broiled burger is probably the best bet among burgers. Go for the single patty burger rather than the double or jumbo size and ask for extra lettuce and tomato if possible.
- If you feel like chicken, choose the barbecued or rotisserie cooked kinds and remove the skin. If breaded and deep fried chicken is your only choice, the larger pieces with a higher proportion of meat to breading are nutritionally superior to the smaller and crispy but fat laden pieces.
- Chinese food can be a nutritious choice. Order stir-fried meat and vegetable dishes instead of fattier egg rolls, deep fried chicken balls and wings.
- Take advantage of the individual salads or salad bars recently added to many fast food menus. Vitamins A and C and folic acid are often low in fast food meals. Salad items help to maintain a nutritional balance. Choose a salad with lots of dark green, red and yellow vegetables as the main part of the meal or as a side order. Go easy on the dressing which adds only extra fat.

The bottom line on fast food? Fast foods do have a place in our present and our future eating habits. But for our nutritional sakes, we will have to learn to choose fast foods wisely, and avoid turning an occasional indulgence into a daily habit!



**HOME ACTIVITIES**

1. Choose a convenience food that you have in your home. Read the label and find the information listed below:

a) name of the food \_\_\_\_\_

b) net quantity \_\_\_\_\_

c) name and address of person responsible for food  
\_\_\_\_\_

\_\_\_\_\_

d) list of ingredients \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e) best before date (if applicable) \_\_\_\_\_

\_\_\_\_\_

f) any nutrient information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Make Your Own Convenience Foods

Instead of buying mixes for pancakes, biscuits, muffins, cakes, shake 'n' bake seasoning, etc. you can easily make your own at home. These often save money and are more nutritious than those you buy.

Using the "Quick-Fix Mix" recipe in the recipe booklet, prepare either the biscuits or pancakes at home and report on the results in the "Recipes Made At Home" chart on page 46.



# MEETING THREE

# MAKE IT SNAPPY

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

### ROLL CALL

Name one strategy for preparing meals or snacks quickly.

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\*\*\*\*\*

There are many ways by which you can become a faster and more efficient cook. This meeting shows you several different ways of speeding up meal preparation.

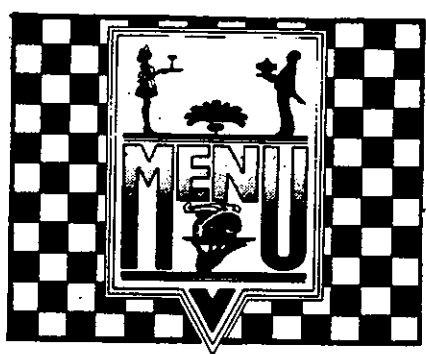
### MEAL PLANNING

Are you sometimes responsible for preparing the evening meal after you get home from school? Or perhaps you have friends over occasionally and like to make some special foods for them?

Whenever you are responsible for preparing a meal, or food, you must decide what and how much food to prepare and how you will set about doing it. This is called meal planning.

Your mother or another member of your family may do meal planning for all the meals you eat at home. Some people plan meals for one or two weeks in advance, others for a few days. Meal planning offers several advantages:

1. You eliminate last minute scrambles to plan a meal and are therefore more efficient.
2. It helps you to prepare a grocery list, which saves time and money.
3. You become a more conscious eater and generally have more interesting meals.
4. It helps you prevent unwanted leftovers and food waste.





### Checklist For Meal Planning

When you are responsible for planning a meal for family or friends, here are some questions to consider:

- ✓ What are my own, my family's and/or my friends' food likes and dislikes?
- ✓ How much time do I have to prepare and cook the food?
- ✓ Will everyone be home at mealtime? If not, will the food be easy to keep for those arriving late?
- ✓ Do I have the ingredients at home that I need to prepare the meal? If not, will I be able to obtain them easily at the grocery store?
- ✓ Do the foods fit into the family's food budget?
- ✓ Do I have the equipment and dishes necessary and do I know how to use them?
- ✓ Which foods can be prepared ahead of time and which foods need to have last minute attention?
- ✓ Is the meal balanced nutritionally?

Of course, one of the most important factors to consider when meal planning is choosing foods that will be as appetizing as possible.

### Meals that taste good, look good and smell good ...

- Have a variety of **FLAVORS**
  - use strong flavors with mild flavors; sweet flavors with sour flavors; spicy flavors with bland flavors
- Have a variety of **COLORS**
  - avoid having food of all one color (i.e. potatoes, cauliflower, fish)
  - garnish plates or dishes with parsley; an orange slice or other bright fruit; vegetables or even edible flowers
- Have a variety of **SHAPES**
  - choose foods, particularly vegetables, with different shapes
  - arrange foods on plate in an interesting way (sandwiches cut in four arranged in pinwheel)
- Have a variety of **TEXTURES**
  - serve something soft (mashed potato) with something crisp (celery sticks)
  - something creamed (macaroni and cheese) with something dry (tossed salad)
  - something smooth (milk) with something crunchy (oatmeal cookies)
- Have a variety of **TEMPERATURES**
  - serve hot foods with cold (casserole with coleslaw)

**GET ORGANIZED!**

Organizing meal preparation so that all foods are ready at the same time takes skill and practice but can help you greatly reduce the amount of time you spend in the kitchen during busy times.

Here's how to organize your meal preparation:

1. Read the recipe(s) and/or cooking instructions for all the foods that you are going to prepare.
2. Write down how long the preparation and cooking will take for each item.
3. Determine if some ingredients are included in more than one recipe. For example, if chopped onions are included in two recipes, you can plan to chop all of these at one time.
4. Calculate backwards to determine when preparation must start. Start with the food that takes the longest to prepare and cook. Remember that many tasks can go on at the same time. The chicken can roast while the carrots are boiling. The salad can be tossed while the rest of the dinner is cooking.
5. Organize all the required utensils, equipment and ingredients.

**EXAMPLE**

Supper Menu

Roasted chicken  
 Brown rice  
 Carrots and brussels sprouts  
 Tossed salad  
 Baked apples

Estimated Times

Menu Item	Preparation Time	Cooking Time
chicken	3 min	1 hr
apples	5 min	3/4 hr
rice	2 min	3/4 hr
carrots	5 min	10 min
brussels sprouts	5 min	10 min
tossed salad	made ahead	
<b>Total</b>	<b>20 min</b>	<b>1 hr</b>

Work Schedule

1. Wash chicken; place on baking rack in baking pan; dust with ground herbs and seasonings; bake at 350 F for 1 hour.
2. Core the apples; place in a baking dish; stuff core hole with raisins.
3. Scrub carrots and slice.
4. Measure rice and water into saucepan.
5. Turn rice on to cook; place apples in oven to bake.  
**TIME OUT! RELAX!**
6. Put saucepan of water on to boil; trim brussels sprouts.
7. Put brussels sprouts and carrots on to cook; toss salad with dressing.
8. Place chicken on serving platter, surround with drained carrots and brussels sprouts; put rice in serving bowl; remove apples from oven to cool; place food on table.

**BATCH COOKING -- MAKE IT NOW, FREEZE IT FOR LATER**

**Plannedovers** are foods that are deliberately purchased, prepared or cooked at one time for more than one meal. Plannedovers offer convenience because they save time and energy the second time around. They simply have to be reheated, not cooked.

When you are cooking, it is often easy to double or triple the recipe so that you can prepare multiple meals in the same amount of time that it takes to prepare one. You can then freeze the extras either in individual servings for your own quick "TV dinners" or for snacks that you can grab on the run.



**Word Search**

The foods listed below are some foods which can be made in batches and frozen for later use. Can you find the words in the word search puzzle?

- |                                   |              |
|-----------------------------------|--------------|
| S A S E L O R E S S A C G H B E S | BAKED BEANS  |
| Q E M E A T P I E S R E R M V O M | BREAD        |
| U M Z T O N A U E P D S K P U N N | CAKES        |
| E U X D U J B H C A K E S P V F P | CASSEROLES   |
| T F N Q L B C P E I Q H S W A D A | COOKIES      |
| P F H R D I R R T O Z J F D X I S | MEAT LOAF    |
| H I W C W R B O C C R O L L S H T | MEAT PIES    |
| U N T D A F A O L T A E M C E U R | MUFFINS      |
| K S N V Z J S Q U A R E S A I M Y | PASTRY       |
| B A K E D B E A N S N X V Q P U E | PIES         |
| S V D X N W A B X B T A M J G F T | ROASTED MEAT |
| M K O M S R A T F E C O O K I E S | ROLLS        |
| S F A R O A S T E D M E A T I L R | SANDWICHES   |
|                                   | SOUPS        |
|                                   | SQUARES      |

**Batch Cooking Preparation Tips**

- Use favorite family-tested recipes.
- Do not overcook foods for freezing as they will cook a little more when reheated.
- Sub-zero temperatures may change seasonings. Add a small amount before freezing, then adjust to taste when ready to serve.
  - garlic cloves, black pepper and synthetic seasonings increase in flavor
  - salt, green pepper and onions may diminish in flavoring
- Cool cooked foods quickly.

**Freezing Tips**

- Freeze food in moisture and vapor proof containers or wrappings.
- Freeze immediately to prevent loss of flavor, texture and food value.
- Label package with name, date and number of servings and any steps on cooking instructions when it comes out of the freezer.
- Place unfrozen packages against floor, shelves or wall of the freezer. Stack when frozen.
- Keep running inventory of freezer contents.

**LEFTOVERS -- WHO WANTS THEM?**

Leftovers are foods that unexpectedly remain at the end of a meal -- they are not planned! You may dread leftovers but if properly stored and reheated, they can be even tastier the "second time around".



When you are responsible for clearing the table after a meal, do you know what to do with the leftovers? Check your knowledge of how to store them properly by circling T or F for each of the statements below:

1. Leftovers should be stored in airtight, clear containers in which the contents are highly visible. T    F
2. Storing leftover vegetables in a small amount of the liquid in which they were cooked is a good idea. T    F
3. Leftovers should be stored in the back corner of the refrigerator. T    F
4. Leftovers to be used the next day should not be stored in the containers in which they will be reheated (e.g. microwave safe dish if microwave reheating). T    F

**Reheating Plannedovers and Leftovers**

- DO use low or medium temperatures (conventional stove) or power levels (microwave) to reheat and prevent overcooking.
- DO use a pan or container of appropriate size for the amount of food.
- DO cover the container when reheating unless a crisp top is desired.



### TIME SAVER OR TIME WASTER?

Many of the things that we do in the kitchen are time wasters; others are time savers. Read the following list and indicate whether each item is a time waster (TW) or a time saver (TS). While doing this activity, think of how things are done in your kitchen at home!

- \_\_\_\_\_ 1. Peel vegetables such as potatoes before cooking.
- \_\_\_\_\_ 2. "Batch" chop, grate, slice or dice foods such as onions, cheese, cabbage, green pepper and carrots for use during the week.
- \_\_\_\_\_ 3. Use dull knives.
- \_\_\_\_\_ 4. Leave lids off pots when cooking.
- \_\_\_\_\_ 5. Keep a recipe file box full of quick and easy recipes.
- \_\_\_\_\_ 6. Broil, stirfry, steam, barbecue or poach foods instead of baking, stewing and roasting.
- \_\_\_\_\_ 7. Use chicken parts (cut-up chicken) instead of whole bird; meat strips, cubes, chops or steaks instead of roasts.
- \_\_\_\_\_ 8. Keep all appliances under the counter.
- \_\_\_\_\_ 9. Keep frequently used food staples such as sugar, flour, salt, etc. within easy reach.
- \_\_\_\_\_ 10. Divide drawers for storage of eating utensils, cooking utensils, knives and gadgets.

There are many other things you can do to help "make foods snappy". Consider:

- alphabetizing spices for speedy identification
- categorizing the food in your cupboard so you may easily find items such as canned goods, grains, pasta, paper products, etc.
- storing foods in see-through or clearly marked containers
- setting the table while waiting for foods to cook
- using time saving gadgets such as an apple corer

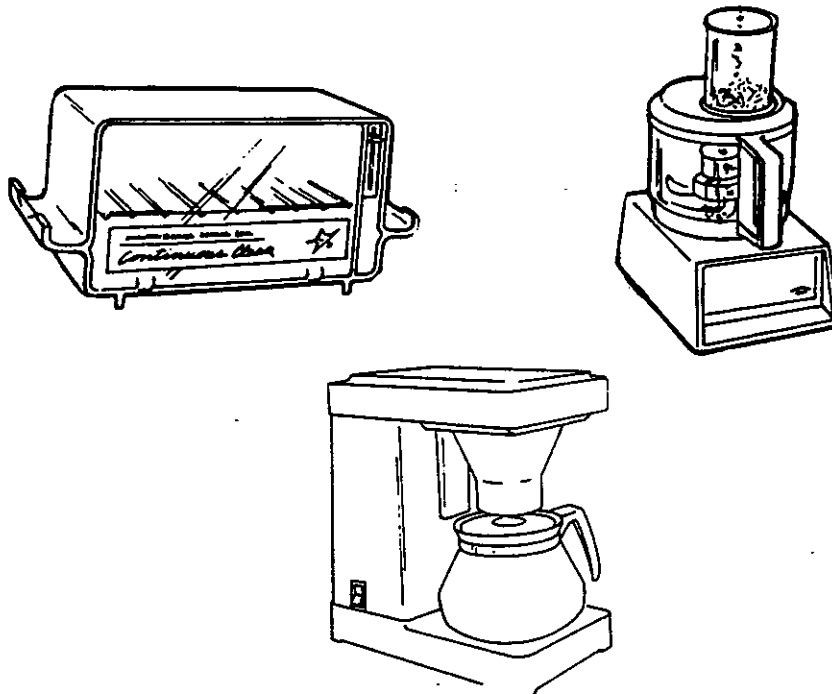
### HIGH TECH IN THE KITCHEN

There are many different small kitchen appliances that you can now buy to help in meal preparation. They include electric mixers, food processors, coffee makers, etc.

Some such as a microwave can save time in both preparation, cooking and cleanup. However, many of these appliances are expensive and their potential use should be considered carefully before purchasing.

If you are thinking of buying an appliance for yourself or as a gift for someone else, here are some things to consider.

1. Will the appliance be used regularly?
2. Does it have more than one use?
3. Will its use justify the amount of money that is being spent on it?
4. Will it be difficult to clean? If so, this may defeat the purpose of purchasing it which was to make work in the kitchen more efficient.





**HOME ACTIVITIES**

**1. Small Kitchen Appliance Survey**

Survey 1 person (parent, neighbor, teacher, relative, etc.) to determine their ownership and usage of small kitchen appliances. Ask the questions at the top of the table and record your answers in the correct column below. Bring to the next meeting and compare your results with others.

APPLIANCE	1. DO YOU OWN THIS APPLIANCE?	2. WAS IT A GIFT?	3. HOW OFTEN DO YOU USE IT?	4. IF IT BROKE WOULD YOU REPLACE IT?
	YES/NO	YES/NO	ALL THE TIME/ SOMETIMES/ NEVER/	YES/NO
toaster				
toaster oven				
microwave				
electric skillet				
electric wok				
slow cooker				
pressure cooker				
electric coffee pot				
electric can opener				
electric mixer				
blender				
food processor				
deep fryer				
waffle maker				

2. Prepare one of the recipes for Meeting Three in the recipe booklet and report the results in the "Recipes Made At Home" chart on page 46.



## MEETING FOUR

## TAKING THE MYSTERY OUT OF MICROWAVING

DATE: \_\_\_\_\_

NEXT MEETING:  
DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

PLACE: \_\_\_\_\_

### ROLL CALL

Name one or more:

1. Place where you have used a microwave oven:

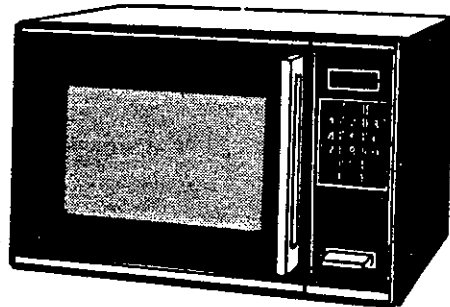
\_\_\_\_\_

2. Situation where a microwave oven offers convenience:

\_\_\_\_\_

\*\*\*\*\*

Microwave cooking is a fun way to prepare meals in a hurry. This meeting will help you understand the basics of microwave cookery so that you will be able to use a microwave at home, school or other places more easily.



### HOW MICROWAVE OVENS COOK

Microwaves are short, high frequency radio waves of energy, similar to radio, T.V., radar and visible light rays. Microwaves in an oven are produced by a magnetron, which is a tube in the top of the microwave oven.

The microwaves are reflected off the walls of the oven, as well as metal, but are transmitted through materials such as glass, paper and plastics. When they reach the food, they are absorbed by the food causing the water, fat and sugar molecules in the food to vibrate. This produces friction which cooks the food.

Microwaves are about the diameter of a pencil and about 12 cm long. They penetrate the first 2 - 4 cm of food. This area cooks by friction as previously mentioned. The remainder of the food cooks by conduction as heat is transferred from the outer portion of the food to the inside. Because of this, foods continue to cook after they are removed from the microwave oven. Thus, a "standing time" is required for most foods.



Microwave ovens cook food in a different way than the conventional oven or on a range top. Can you explain how the conventional oven and range top cook food?

Conventional oven \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Range top \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

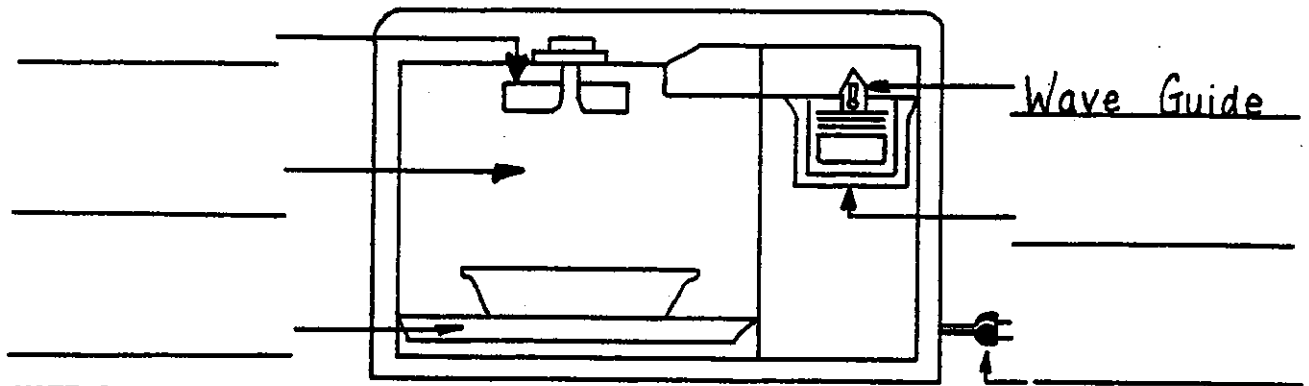
### PARTS OF THE MICROWAVE

There are eight major parts of a microwave oven:

1. Cavity. This is the inside of the oven where food is placed for cooking. Some ovens are stainless steel while others are stainless steel covered with plastic.
2. Door. This is made of metal mesh covered with plastic and glass. This allows you to see in but prevents microwaves from escaping.
3. Power cord. This brings household electricity to the power supply.
4. Magnetron tube. This generates microwaves from electricity. This is the expensive part of the microwave, and is costly to replace.
5. Wave guide. This is like a pipe which carries microwaves from the magnetron to the cavity.
6. Stirrer. This rotates at the top of the oven (sometimes the side) and moves the microwaves throughout the inside of the cavity before they enter the food. This helps the food cook evenly.
7. Turntable or carousel. This is a revolving platform in the bottom of the oven which continually rotates food to increase the uniformity of cooking. In some recently manufactured ovens, the distribution of microwaves is adequate so that this is not needed or included.
8. Timer and control panel. This is usually located on the right hand side of the microwave. The timer controls the length of time a food cooks. The control panel includes a dial or computerized panel which allows you to program cooking.



Using the descriptions given for the different parts of the microwave oven, label the diagram below with the correct parts. An example is given. (The door and timer and control panel are not included on the diagram.)



### WATTAGE

Watts or wattage are words that are used to measure power. The higher the wattage of your microwave oven, the faster food will cook. The wattage of most microwave ovens is 400 - 700 watts.

It is important that you know the wattage of your oven. A 700 watt oven will cook food more quickly than a 400 watt oven. Most recipes are based on a 650 - 700 watt oven.

To check the number of watts or output energy of your oven, check the back or front of the microwave oven for a plate giving this information. It should also give the make, serial number and model of your oven. The wattage is also found in the manual which comes with the oven.

### POWER LEVELS

Different power levels on a microwave (e.g. high, medium, low) can be selected to cook food. Power levels vary with makes and models of microwave ovens and settings vary from low to high. Manufacturers do not have a uniform way of describing power levels. A setting of 5, or medium, on one oven may not be the same energy level as 5 or medium on another model.

This project will use the term % Power. If the recipe calls for 100% Power, use High, or 10 or 9 or whatever corresponds to 100% on your oven. If the recipe calls for 50% Power, use Medium, or Low, or 3 or 5 or whatever corresponds to 50% on your oven. You may have to study your oven manual to determine this.



## TEST YOUR MICROWAVE COOKING I.Q.

Certain factors such as starting temperature, size, shape, quantity and density of foods affect how foods cook in the microwave. Test your knowledge of microwave cookery by circling T or F to indicate that the following statements are True or False.

1. Larger pieces of food require a longer cooking and standing time in the microwave than do smaller pieces. T F
2. Chilled foods such as meat take no longer to cook than if they were at room temperature. T F
3. The greater the quantity of food, the longer it takes to defrost, cook or reheat. T F
4. Thin foods take as much time to defrost, cook or reheat as thicker foods. T F
5. Denser foods will take longer to defrost, cook or reheat than other foods. T F
6. Large, fatty areas on meat attract energy away from the meat and slow cooking time. T F

### HOT SPOTS

A "hot spot" is a place in the microwave oven where there is a concentration of microwave energy due to the reflection from the sides of the oven. Hot spots don't move - they'll always be in the same place in your oven.

Food cooks faster in a hot spot. For uniform cooking, food should be stirred or rotated during the cooking time. If this is not done, the food may be overcooked in one area.

Not all microwaves have hot spots. To see if an oven has a hot spot and determine where it is, complete the "S'MORES" recipe listed in the Recipe Booklet for meeting four.

Watch to see which marshmallows puff up first. This will indicate where the hot spot in the oven is.



### GLOSSARY OF MICROWAVE COOKING TERMS

Cooking techniques used in recipes for the microwave oven differ slightly from those used with conventional ovens. Here is a list of common microwave terms. Match the term to its correct definition by drawing a line to connect them.

**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 small strips of foil to prevent overcooking. (Foil may be used in the microwave. It should not cover more than 25 per cent of the food, and it should not touch the sides of the oven.)

**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.

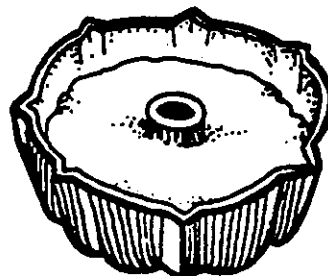
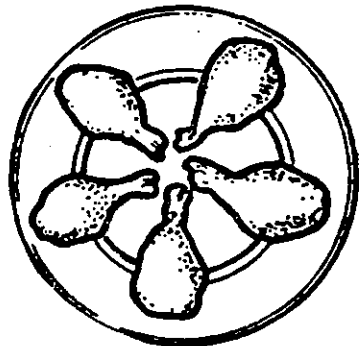
**Tenting**

Covering food such as a roast with a piece of foil during standing time to keep the heat in.

### ARRANGEMENT OF FOODS IN THE MICROWAVE

A doughnut or ring pattern is the ideal cooking shape for the microwave oven. Microwaves are attracted to outer edges and corners and these areas cook more rapidly.

Arrange uneven foods such as chicken pieces with thinner areas toward the centre of the dish to prevent overcooking. Thicker parts, which will take longer to cook should be placed on the outer portion of the dish.



### GREAT COVER-UPS

You may sometimes wonder whether foods should be covered in the microwave. Foods you would cover for conventional cooking should also be covered in the microwave. Coverings help to:

1. Hold the steam in and tenderize the food.
2. Keep the food moist.
3. Shorten cooking time.
4. Prevent spattering.

There are four different types of coverings that you can use:

1. Glass lid that matches the dish - holds in more heat than waxed paper but lets some steam escape.
2. Plastic wrap - holds in lots of heat and moisture. Plastic wrap should be vented by rolling back one edge to form a narrow opening. (A tight cover of plastic wrap will split unless excess moisture can escape.) Use those wraps that state they are "microwave safe".
3. Waxed or parchment paper - holds in some heat and prevents spattering.
4. Paper towel - helps to absorb excess moisture and prevent spattering. Recycled paper products and colored paper towels should not be used because printing inks and impurities absorb microwaves and may cause paper to get hot enough to ignite.

**Take coverings off dishes carefully. Always remove the plastic wrap or lid away from your face. Rapidly escaping steam could cause burns.**



### JUST FOR FUN - MICROWAVE MAGIC WORD SCRAMBLE

Unscramble the words inside the microwave oven. They are all terms associated with microwave ovens and microwave cooking.

atswt _____	<b>3:01</b>
rboep _____	
ubcci otfo _____	
rwpoe lleev _____	
tsfa _____	
oth tsop _____	
ingdstna meti _____	
ttuaelnbr _____	
nrmatgone _____	



HOME ACTIVITY

1. Complete the following information for your microwave oven at home. If you do not have a microwave oven at home you might use your leader's or friend's microwave or check an oven in your school or local appliance store. If a question does not apply to your microwave, leave it blank. You may want to check the owner's manual or ask your parents for information for a particular question if it is not available elsewhere.

1. What is the name (brand) and model number of your microwave oven, e.g. Panasonic, Model NN-7406C

\_\_\_\_\_

2. What is the wattage of the oven?

\_\_\_\_\_

3. Does the microwave have a turntable?

\_\_\_\_\_ Yes \_\_\_\_\_ No

4. Does the microwave have an owner's manual?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't Know

5. If it does, is it used as a reference for any questions about the microwave?

\_\_\_\_\_ Yes \_\_\_\_\_ No

6. How large is the microwave (cubic feet (cu.ft.))? \_\_\_\_\_

7. Name two special features of your microwave oven.

a. \_\_\_\_\_

b. \_\_\_\_\_

8. Who is the authorized dealer/servicer of the oven?

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

2. Prepare a recipe from Meeting Four and record your results in the "Recipes Made At Home" chart on page 46. (If you do not have access to a microwave oven, complete any recipe from the project.)

# MEETING FIVE

# MICROWAVED MEALS IN MINUTES

DATE: \_\_\_\_\_

NEXT MEETING:  
DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

PLACE: \_\_\_\_\_

## ROLL CALL

Name one safety precaution that you should take when cooking foods (using either the microwave or conventional oven).

Example: Use oven mitts or pot holders to take hot dishes out of oven.

\*\*\*\*\*

## COOKWARE FOR THE MICROWAVE OVEN

You may wonder which dishes you can use in the microwave oven and which ones you can't. Ideal microwave cookware:

- allows microwave energy to pass through, like light through a window
- does not absorb microwave energy
- is resistant to heat

There are many different materials that can be used in a microwave oven, from glass to plastic to paper. What you cannot use are any utensils made of metal.

It is usually not necessary to buy complete sets of microwave cookware to use just in the microwave oven. There are probably many items in your cupboard at home that could be used in the microwave oven such as glass casserole dishes, and glass measuring cups. If you are uncertain about the use of a dish in the microwave oven, complete the following microwave dish test.

### Microwave Dish Test

1. Place the dish to be tested in the center of the oven.
2. Fill a 250 ml glass measure full with water and place in oven beside the dish to be tested.
3. Heat at 100% power for one minute. If the dish is cool but the water is warm, the dish is safe for heating and cooking in the microwave oven. If the dish is hot, it should not be used in the microwave at all.

This test is for glass or ceramic, not plastic utensils.

While the ideal microwave cookware remains cool, steam or heat from the food can cause the dish to become hot. Use oven mitts or pot holders when removing dishes from the microwave.



**MICROWAVE COOKWARE AND UTENSILS GUIDE**

ITEM	USE	COMMENTS
Paper bags	None	May cause fire in oven.
Straw and wood	Reheating	Frame should not contain wire or nails. Wood may dry out and crack.
Stoneware	Reheating and short term cooking	Some dinnerware may state on the back of the dish, "Microwave Safe". When in doubt, complete test on page 33 or check manufacturer's use and care directions. Gold or silver trimmed dinnerware may cause arcing.
Frozen dinner trays and aluminum	Reheating	Frozen dinner trays no deeper than 2 cm may be used. Keep tray at least 2.5 cm away from oven walls to prevent arcing.
China, pottery and porcelain	Cooking	Test before using in microwave oven. May absorb microwave energy, because of impurities in clay.
Plastic	Reheating	Some of the "gourmet" frozen dinners have plastic trays which are microwave safe.
Glass jars	Warming	Remove lid and heat food until just warm. Do not overheat since most jars are not heat resistant.
Oven glassware and glass-ceramic	Cooking	Most versatile microwave utensils. Make sure they have no metal trims. When in doubt about safety, use test on Page 33.
Metal cookware	None	Reflects microwaves and food will not cook properly. May cause arcing.
Metal twist ties	None	May arc and cause fire.
Oven cooking bags	Cooking	Follow manufacturer's instructions.
Paper, plates and cups	Reheating	Never use recycled paper products - they will cause a fire.
Plastic cookware and storage dishes	Cooking	Use only those labelled "Microwave Safe". Check manufacturer's directions. "Non-safe Microwave" plastic dishes may become soft, pitted, burn or leak toxic chemicals.
Plastic storage bags	None	May split when reheated.
Styrofoam cups	Reheating	Use for slightly warming foods. Styrofoam will melt at high temperatures.



**YOU BE THE JUDGE!**

Judging Criteria For Microwave Cookware

- 1. Microwave Safe . . . . . 50
  - can withstand high temperatures and rapid change of temperatures
  - does not absorb microwaves (microwaves should pass through)
  
- 2. Versatility . . . . . 20
  - ideal if cookware can be used in both the microwave and conventional oven
  - size should contain recipes you make most often
  
- 3. Durability . . . . . 10
  - resistant to scratches, breaks and chips
  - resistant to breakage
  
- 4. Cleaning . . . . . 10
  - easy to wash
  - resistant to staining by foods such as tomatoes, spaghetti sauce, blueberries
  
- 5. Shape . . . . . 10
  - has handles which are easy to hold onto
  - rounded shape for even cooking
  - tight fitting lid

TOTAL 100

CLASS JUDGED: \_\_\_\_\_

I place this class of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

I place \_\_\_\_\_ on top because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I place \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I place \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I place \_\_\_\_\_ over \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Placing \_\_\_\_\_ last, it has \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For these reasons, I place this class of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

### HOW TO GIVE REASONS

#### Example

I place this class of microwave cookware, 1, 4, 2 and 3.

I place 1 on top because ... (give good points of 1).

I place 1 over 4 because ... (compare microwave safety, versatility, durability, cleaning and shape qualities of cookware 1 with cookware 4).

I place 4 over 2 because ... (compare qualities of 4 and 2).

I place 2 over 3 because ... (compare qualities of 2 and 3).

Placing 3 last, it has (included additional qualities that put 3 at the bottom of the class).

For these reasons, I place this class of microwave cookware 1, 4, 2 and 3.

### DEFROSTING

One of the most useful features of the microwave oven is its ability to defrost foods quickly, making last minute meal preparation easy.

Most microwave ovens have an automatic defrost setting at 30% or 50% power, although they may vary from 10% to 70%. Automatic defrosting in the microwave oven is actually a cycling on and off of microwaves (combination of cooking and standing times). During standing, the microwaves travel to the center of the food to help it defrost evenly.

If your oven does not have a defrost feature, you can microwave the frozen food for a few minutes at 30% power, then stop the oven and let the food stand for a few minutes (usually a time equal to the cooking period just completed). Continue with this cooking/standing time until the food is thawed.

#### "How To" Tips For Defrosting

- Let large items stand to complete defrosting since foods continue to defrost after they are removed from the microwave.
- Stir vegetables, casseroles and saucy foods part way through defrosting time.
- Turn over or rotate foods which cannot be stirred such as pieces of meat, layered casseroles or cakes.
- Separate pieces, such as chicken parts, fish fillets, or remove thawed portions of ground meats as soon as possible after defrosting begins.
- Waxed paper makes a good covering when defrosting meat, fish, poultry and casseroles as it helps to trap steam and defrost more evenly.
- Rolls and bagels may be wrapped in paper towels.
- Muffins, doughnuts and cupcakes should be arranged in a circular pattern on serving plate.
- Place plastic or paper wrapped packages of frozen foods directly in oven. To speed thawing remove wrappings as soon as possible. A styrofoam tray will act as an insulator. The paper liner absorbs juices and attracts energy away from food, such as meat.

## REHEATING

Most foods, especially main dishes, reheat very well in the microwave oven. The key is to reheat not recook. Reheat using less than 100% power level (50% is suggested) to get evenly heated foods.

### How to Reheat

1. Main dishes

- reheat at 50% power
- stir or rotate to distribute heat evenly

2. Breads

- wrap in paper towel to absorb moisture
- bread toughens if over-heated
- one roll takes only 8 - 12 seconds

3. Desserts

- reheat carefully
- sugary fillings get very hot, although pastry or cake may remain cool

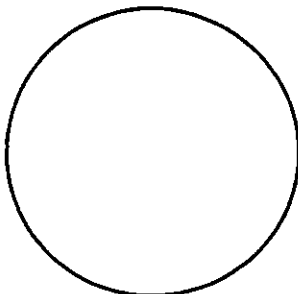
4. Plates of food

- arrange food with thick or dense foods such as potatoes and chicken legs to the outside and delicate foods such as peas to center of plate
- cover meat with sauce or gravy to add moisture
- cover plate with wax paper or plastic wrap to hold in heat and moisture
- test by feeling bottom of plate - when food is hot enough to transfer its heat to the plate, it is ready



How would you reheat these leftovers on a plate? Using the diagram provided, sketch and label the food as you would arrange them on the plate for reheating.

pork chops  
applesauce  
whole kernel corn  
potatoes





### OOPS! WHAT WENT WRONG?

As you experiment with the microwave oven, you will discover that some things work, but others don't!

A list of common problems that oven users sometimes encounter is provided below. Following the list, are some causes and solutions to the problems to prevent them from reoccurring. Match the problem and solution by writing the letter of the correct solution beside the problem.

- \_\_\_ 1. When I bake brownies, the centre ends up too soft and the edges are burned.
- \_\_\_ 2. I once tried to cook an egg in the microwave oven but it exploded.
- \_\_\_ 3. Sometimes I thaw ground beef in the microwave oven, but the meat begins to cook before the centre thaws.
- \_\_\_ 4. When I cook several potatoes at once, some are soft while others are still hard.
- \_\_\_ 5. I heated a blueberry muffin. The muffin was just right but I burned my mouth on the blueberries.

- a. Microwaves are attracted to water not ice. Remove portions of foods as it thaws and allow a standing time.
- b. Microwaves make foods that have a lot of moisture or fat hotter in a shorter length of time than foods that are dry. Be careful when eating foods with hot spots.
- c. If a food is covered by a skin or shell, steam from the inside can't escape. If enough steam builds up, the outside will burst. Foods that are covered by a skin such as potatoes or squash should be pierced before they are cooked in the microwave. Eggs should not be cooked in the shell.
- d. Caused from cooking in a square pan. Cover corners with aluminum foil when they look completely baked, so that the centre will continue to bake.
- e. Foods that are smaller than others will cook more quickly. Remove cooked foods and continue to cook others. (Or choose foods that are all the same size.)

### ARE MICROWAVE OVENS SAFE? YES!

Microwaves disappear as soon as the oven power is turned off. They will make neither the foods nor the oven radioactive. Therefore, foods cooked in a microwave oven in proper utensils are perfectly safe to eat. Also, provided that the oven is in good working condition and proper operating procedures are followed, the microwave oven itself is entirely harmless.

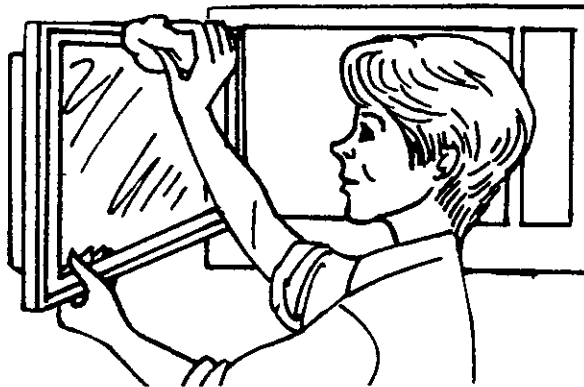
### BUT, EXTRA PRECAUTIONS WON'T HURT!

- Follow the oven manufacturer's instructions on recommended operating procedures and safety precautions.
- Never operate the oven if the door does not close or is bent, warped or otherwise damaged.
- Always keep oven door and seal clean.
- Plug cord into a three-pronged (grounded) outlet on its own circuit.
- Never operate the oven empty.

### KEEP IT CLEAN

When using a microwave oven at home, at school or at a friend's, help keep it clean.

1. Wipe up spills immediately.
2. Use a cloth with warm water and mild dishwashing detergent for cleaning after each use.
3. Never use steel wool or metal scouring pads for stubborn clean up jobs. Use plastic pot scrubbers.





**HOME ACTIVITIES**

**1. Microwave Oven Dish Test**

Test a number of dishes that you have at home to determine if they are appropriate for use in the microwave oven. Record the results below. An example has been done for you. Test should not be used for plastic containers or dishes that have gold or silver trim.

Description of Dish (Manufacturer, shape, material)	Safe for Microwave	
	Yes	No
e.g. Pyrex glass custard cup	✓	
1. _____		
2. _____		
3. _____		

2. Complete a recipe from Meeting Five and record results on page 46.

## MEETING SIX

## QUICK CONNECTIONS

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

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This meeting provides an opportunity for your club to choose one main activity. Suggestions for the meeting include:

1. Plan a party featuring a meal cooked entirely in the microwave oven. A suggested menu is included in the recipe booklet. Tips for planning meals using the microwave oven are included in this meeting. You may also want to refer to Meeting Three.
2. Make arrangements with a supermarket to have a supermarket tour. Survey the convenience items available. If possible, have the store manager explain the layout of the store, unit pricing, safe food storage and display procedures, safety precautions (if any) taken with bulk foods, etc.
3. Tour a microwave specialty store or an appliance store having a wide range of microwave ovens and other kitchen appliances. Compare the features available on microwave ovens. If possible, have the sales representative explain the different ovens and features available.
4. Organize a debate. Some suggested resolutions include:
  - a) Food is better when cooked in the microwave.
  - b) Convenience foods are an essential part of our lives today.
  - c) Meal planning is the key to being an efficient cook.
  - d) Highly processed foods are as nutritious as foods "made from scratch".
5. Another activity discussed with your leader or Rural Organization Specialist.



## PLANNING MICROWAVE OVEN MENUS

A drawback with many microwave ovens is that several kinds of foods cannot be cooked at the same time. Foods must be cooked one at a time, either in segments or in sequence.

### Segmenting

This means partially cooking some foods and allowing them to stand while the temperature equalizes and flavors blend. This leaves the oven free to cook another item.

### Sequencing

Sequencing means preparing one food after another in a preplanned sequence. To determine in what order you should prepare foods, consider:

1. Would it be preferable to prepare any food the day before or earlier in the day?
2. How long a cooking time does each food require?

Plan to set the table before starting to prepare the food. Then cook the food having the longest cooking time first. Usually, foods that require a longer cooking time retain or hold heat well. Remember that some foods require a "standing time" during which the food will continue its cooking.

While one food is cooking, prepare the other foods so they will be ready for their turn in the oven with no delay. Have some food inside the microwave at all times so no cooking time is wasted. To help foods stay moist and hot, cover them after they are removed from the oven. Reheat if they cool.

## **FIELD TRIP TO SUPERMARKET, MICROWAVE SPECIALTY STORE OR APPLIANCE STORE**

- a) Contact local supermarket or store about a month in advance to make arrangements for visit, i.e., date, time, number of people in tour.
- b) Be sure person conducting the tours knows exactly what members would like to see.
- c) Arrange transportation. If you require additional help, ask parents.
- d) Discuss in advance what you will see and what you should watch for.
- e) After the tour, write a thank-you note to person(s) involved in giving tour.

# There's more to debating than argument



Primarily a debate is a contest where people attempt, through formal argument, to determine who is right. The object is not to determine the truth of the resolution being discussed, but rather it is to decide which of the two teams shows greater skill in debating. That skill is arrived at by the ability to organize material, to analyse, and to speak clearly and convincingly.

Briefly, a debate is organized with two teams of two people, a chairman, a timekeeper, and a set of judges. The teams argue about a resolution which is presented as a positive statement. Example: Resolved that the moon is the ideal place for honeymooners. The team which supports the resolution is called the affirmative. The opposing team is the negative side.

### Format

The chairman introduces subject and debators.

The first affirmative team member speaks five minutes with a warning at four minutes. His job on opening the debate is to define the terms of the topic as the affirmative understands them. He should continue to make whatever points he feels supports the resolution.

The first negative team member asks one question. Affirmative has one minute of preparation time and one minute to present an answer.

The first negative team member speaks five minutes, including any refuting statements, with a warning at four minutes.

The second affirmative team member asks one question. Negative has one minute of preparation time and one minute to present an answer.

The second affirmative team member speaks five minutes including any refuting statements with a warning at four minutes.

The second negative team member asks one question. Affirmative has one minute of preparation time and one minute to present an answer.

The second negative team member speaks five minutes, including any refuting statements with a warning at four minutes.

Consultation for two minutes is then allowed. The first affirmative team member refutes for two minutes.

### Judging

#### Basic Guide:

Subject matter	—	40 points
Delivery	—	35 points
Rebuttal	—	25 points
<b>TOTAL</b>		<b>100 points</b>

A poor debator does little more than give his prepared speech. A good debator refutes the opposition's points in both his rebuttal and his prepared address. A good rebuttal is an impromptu effort. Often it is the means of winning the debate.

### Duties of Debators

1. Prepare a series of statements supported by evidence. Use:

Demonstration — relevant, easy to understand.

Example — familiar to listeners, specific.

Be prepared — anticipate opponents' arguments and steal his thunder.

Analogy — prove by inference.

Testimony — recognized authority, not prejudiced.

Exhibit — from everyday experience, clear.

Statistics — few, round figures, compare.

2. Listen carefully for loopholes to attack evidence. Look for weak, unsupported statements.

#### Ways to Attack

(a) Evidence is not sufficient.

(b) Evidence does not support conclusion.

(c) Evidence is distorted or inaccurate.

(d) Evidence comes from an unreliable source.

(e) Show that if it is an illustration or comparison, that a different conclusion can be reached.

(f) Evidence is evasive. "I think..." "Do you know..."

3. Speak confidently, sincerely and positively. Yet, be friendly. Have a good sense of humor. Unless the speaker can make his audience feel that he is competent to lead their thinking and their feeling, they will not follow him. Sell yourself!

### Manners Please!

At all times, be polite. Always address the opposition as "my honorable opponent" or "my worthy opponent".

No one is dumb, stupid or ignorant. Use the "royal we" or "my colleague".

### Never, Never Admit or Concede!

Charm, your audience and disarm your opponent.



## ACTIVITY REPORT

In the space below, report on your group's activity. If you require extra space, insert another sheet of paper. Include information on:

1. The event.
2. Time, date and place of event.
3. Who was responsible for what.
4. Who attended the event.
5. Special activities - menu, games or activities, information gained.

## PROJECT SUMMARY

### A. Member Comments:

1. What did you gain from taking this project?

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2. Which meeting or topic was the most/least interesting? Why?

Most: \_\_\_\_\_

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Least: \_\_\_\_\_

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3. Comment and/or give suggestions for improvements on the overall project (e.g. activities/exercises, Achievement Program, home activities, senior projects, judging information).

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B. Parent/Guardian Comments: \_\_\_\_\_

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C. Leader Comments: \_\_\_\_\_

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This project has been completed satisfactorily.

Member \_\_\_\_\_ Leader \_\_\_\_\_

Date \_\_\_\_\_ Leader \_\_\_\_\_

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RECIPES MADE AT HOME

MEETING NUMBER	RECIPE	COMMENTS FROM FAMILY AND FRIENDS	MY COMMENTS
1			
2			
3			
4			
5			