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# **4-H ONTARIO PROJECT**



# Ontario's Tasty Fruits & Vegetables MEMBERS JOURNAL

# 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.

## THE 4-H MOTTO

Learn To Do By Doing

### 4-H ONTARIO PROVINCIAL OFFICE

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# PROJECT RESOURCE INFORMATION:

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4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use if for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.

The development of this project resource was made possible through the support of Cowan Insurance Group.









# 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

# Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

### Apprendre en travaillant

<sup>\*</sup>This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.

<sup>\*\*</sup>Definition of discrimination as per Canadian Charter of Rights and Freedoms.

<sup>\*</sup>Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.

<sup>\*\*</sup>Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés

# WHAT IS A MEMBERS JOURNAL?

A MEMBERS JOURNAL is like a record book. It is used to document your 4-H experience with this project.

By keeping this **MEMBERS JOURNAL** you will:

- Be organized to get the most out of the project
- Have a record of important dates and contact information
- Have a record of recipes tried at club meetings and your comments
- Have a record of recipes tried at home and your experience
- Have reminders of useful information for the future
- Demonstrate meeting the requirements of the project to get credit for the club

Down the road when you look back on your 4-H projects this journal will remind of what you learned so that you can use the knowledge and skills later in your life. It will bring back memories of what you did, your 4-H friends and leaders.

This MEMBERS JOURNAL has been designed with some basic information. Additional pages will be added at your leader's discretion.

Be sure to complete information as completely and neatly as possible. Use a three-ring binder or duo-tang. Bring the MEMBERS JOURNAL to EVERY meeting. The completion of this MEMBERS JOURNAL is an important part of your final Achievement recognition.

# INCLUDING STEM IN THE 4-H ONTARIO'S TASTY FRUITS & VEGETABLES PROJECT

### WHAT IS STEM AND WHY IS IT IMPORTANT?

Since 1915, 4-H in Ontario has engaged youth in science, technology, engineering, and math (STEM). This has traditionally meant a solid focus on agricultural science, mechanics, entrepreneurship, natural sciences and household science. Today, 4-H has grown to include rocketry, robotics, computer science, environmental sciences, and more. 4-H provides hands-on learning experiences to encourage learning about the world around us. Our lives are completely immersed in science and technology.

Understanding how science, engineering, and technology impact our lives, solve problems and create new ones makes it easier to navigate our modern world.

In school, science classes need to cover a broad range of topics in a limited amount of time while STEM in 4-H allows members and leaders time to dig deeper into ideas and concepts and to spend as much time as desired to work on projects based on personal interests, questions, and skills.

STEM in 4-H allows a person to work on their own questions, design their own tests, create their own models, build their understanding, and share their work with others – learn to do by doing. That's what science and engineering are, trying to understand the natural universe and develop solutions to the problems faced in our world today. Science is inquiry that uses a specific approaches and skills. But all learning is an inquiry process so working with science helps develop your learning muscles.

Within 4-H, the STEM process can go even further to include the Arts, thus changing the acronym to STEAM – Science, Technology, Engineering, Art & Math.

### **STEAM in 4-H Ontario Projects**

As you work through the Ontario's Tasty Fruits & Vegetables project, you will see STEAM integrated throughout the project within almost all of the activities provided. Examples of activities include 'Food Record Analysis', 'Phytochemical Activity' and the science behind cooking, amongst many others.

STEAM can be challenging but it can also be fun! Be sure to try out the activities. Observe what works and what doesn't and how activities can be changed slightly to get different results. It's all a part of the STEAM learning process!

# **BASIC INFORMATION**

### MEMBERS JOURNAL FOR 20\_\_\_\_\_

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

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

Name of Parent or Guardian:

Age as of January 1:\_\_\_\_\_ Number of Years in 4-H:\_\_\_\_\_

List the other 4-H projects you are currently involved in:

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

\_\_\_\_\_ Association:\_\_\_\_\_

### CLUB MEMBERS:

NAME	PHONE NUMBER	EMAIL

# WHO'S WHO

Club President:	_ Ph. # / E-mail:
Vice President:	_Ph. # / E-mail:
Secretary:	_Ph. # / E-mail:
Treasurer:	_Ph. # / E-mail:
Press Reporter:	_Ph. # / E-mail:

### **MEETING DATES:**

4

	DATE & TIME	F	PLACE	NOTES (Things to bring, remember, etc)		
Meeting 1						
Meeting 2						
Meeting 3						
Meeting 4						
Meeting 5						
Meeting 6						
Achievement						
Program						
LEADER NAME 8	& CONTACT INFORMA	LEADER NAME & CONTACT INFORMATION				

## COOKING SKILLS CHECKLIST

What can you already do? Check √ the knowledge and skills that you think you already have.

#### **PRE-PREPARATION**

I CAN:

- □ Read and follow a recipe thoroughly
- □ Find ingredients easily
- □ Locate tools and equipment with ease
- Demonstrate top notch personal hygiene practices for food and kitchen safety
- □ Wash my hands properly

#### **MEASURING BASICS**

### I KNOW:

Kitchen measurements

- □ Measuring spoons
- □ Dry measures
- □ Wet measures
- How to measure flour, sugar and other dry ingredients including baking powder, baking soda, spices, etc.
- □ How to measure water, milk, juice and other liquid ingredients
- □ How to measure fat in various ways
- □ How to measure brown sugar

#### **MIXING METHODS**

I KNOW:

- $\hfill\square$  The muffin method
- □ The biscuit/scone method
- □ Dropped cookie method
- □ Rolled cookie method
- □ Pastry making
- □ Cake method
- □ How to make pizza dough

#### **TERMS AND TECHNIQUES**

I CAN:

- □ Separate an egg
- $\hfill\square$  Sift dry ingredients
- □ Cream ingredients
- □ Cut-in ingredients
- □ Knead
- □ Fold-in
- Peel
- □ Mince

- □ Dice
- 🗆 Cube
- □ Chop
- □ Slice
- □ Grate or shred
- $\Box$  Roll out
- 🗆 Boil
- □ Saute
- □ Simmer
- 🗆 Broil
- □ Chiffonade

#### EQUIPMENT

I KNOW HOW TO USE THE FOLLOWING SAFELY: Small appliances

- Hand mixer
- □ Stand mixer
- □ Food processor
- □ Food immersion blender
- □ Electric kettle
- □ Microwave oven
- □ Range top
- Oven
- □ Dishwasher

#### **MEAL PLANNING**

- I KNOW:
  - □ How to plan meals
  - Set a table
  - □ Dining etiquette

#### **CLEAN-UP**

#### I KNOW:

- $\Box$  How to compost properly
- $\Box$  How to recycle
- $\Box$  How to wash, dry and put away dishes
- □ How to store food properly
- How to clean counters, work surfaces and floors

1.	When it comes to cooking I know that I am especially good at:
2.	In this project I would like to improve these three (3) cooking or cooking related skills:
	1
	2
	3
3.	In this project I would like to try:

# **CLUB MEMBER RESPONSIBILITIES**

- Actively participate in at least 2/3 of your club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirements to the satisfaction of the club Leader(s).
- Complete the Members Journal; this is an important future reference. There will be activities at each meeting. In addition, members are required to make and record at least one (1) recipe per meeting from the recipe booklet for their family.
- Older and more experienced members are encouraged to participate in Digging Deeper activities and to report on their experiences.
- Take part in the Achievement program as determined by the club members and leader(s).

Please put the MEMBERS JOURNAL in a three-ring binder or duo tang so that you don't lose any pages. This is a record of your completion of the project.

# **ROLL CALL RECORD**

	ROLL CALL	MY ANSWER
1		
2		
3		
4		
5		
6		
7		

# **RECIPES MADE AT OUR MEETINGS**

MEETING #	NAME OF RECIPE	MY COMMENTS

9

# **RECIPES MADE AT HOME**

DATE	RECIPE	MY COMMENTS	COMMENTS FROM FRIENDS AND FAMILY



Availability Guide courtesy of Foodland Ontario

### MEETING #1: INTRODUCING ONTARIO'S FRUITS AND VEGETABLES PROJECT GLORIOUS FOODS

Draw a circle around foods that you like.

Put an  $\mathbf{X}$  through foods that you don't like. Make a cloud around foods that you have heard of and would like to try.



# **KITCHEN DICTIONARY**

### SOME TOOLS AND TERMS IN REVIEW

For each of the following terms fill in the missing letters and then add the name of tools or equipment that would be used (where possible].



1. B	To cook in the oven	
	To mix food hard and fast with a spoon or	
2. B	electric mixer.	
3. BND	To mix two or more ingredients	
	To cook something until it bubbles fast and	
4. B	keeps on bubbling	
5. B	To cook food right next to the top heat in an oven	
J. D		
6. B	To spread something over food	
7. CH	To cut in thin strips of fresh herbs or lettuce	
8. CH	To keep food in the refrigerator until it gets cold	
9. C	To cut food roughly into small pieces	
	To beat butter or shortening until soft,	
10. C	usually with sugar	
11. C	To mix shortening or butter into a flour mixture	
12. C	To cut food into small squares (1/2 inch)	
13. D	To cut food into very small squares (1/4 inch)	
14. D	To pour off water or juice from a food	
15. F(verb)	To coat or dust with flour	
16. G	To cover the sides and bottom of a pan with fat	
17. J	To slice into thin sticks	

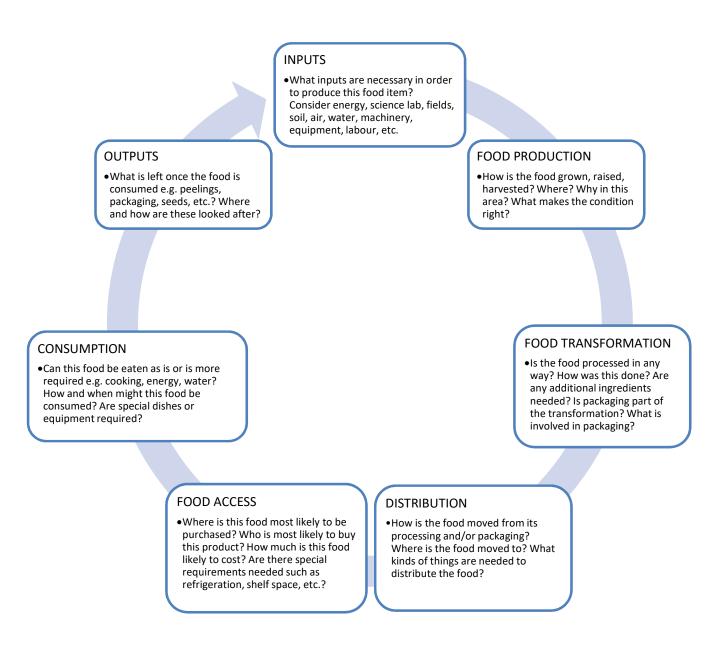
18. К	To fold dough back and forth with the heels of your hand
19. M_R	To soak food in a liquid before cooking it
20. M	To heat something until it turns into a liquid
21. M	To cut or chop food into very very small pieces
22. P	To cut the skin off a fruit or vegetable
23. S	To cook food in a little fat in a frying pan
24. S	To add salt, pepper, herbs or spices to a dish
25. SH	To cut or tear food into long thin pieces
26. S	To shake flour, icing sugar or cocoa
27. S	To cook food on top of the stove at a low temperature without boiling it
28. S	To mix food in a circular motion for a long time
29. T	To mix lightly with two utensils
30. W	To beat food fast, adding air

# ALPHABET GRAPHIC ORGANIZER

A	В	C	D	E
F	G	Н	1	ſ
к	L	М	Ν	0
Р	Q	R	S	т
U	V	W	ХҮ	Z

### MEETING #2 :FROM FARM TO PLATE – THE FRUIT AND VEGETABLE FOOD SYSTEM IN ONTARIO

**The Food System** might be described as the interdependent links that are required to take plants and animals from a raw or fresh state to places of consumption. In local food production all parts of the system take place within a province. Local food has often been considered as being grown or produced and processed within 50 km or 100 miles of its place of origin. More recent definitions have expanded to the provincial guidelines.



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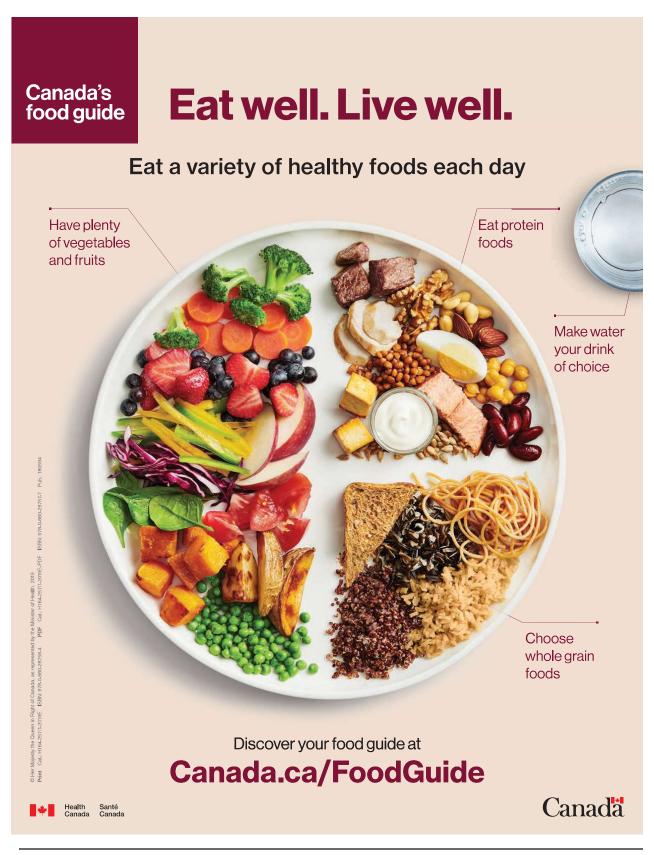
As a result of visiting a fruit or vegetable farm or processing facility identify the following:

Where did I visit? \_\_\_\_\_

4 pieces of information that were NEW to me	3 questions that I still have about the food inputs, the food production, or the food processing
1. –	1. –
2. –	2. –
3. –	3. –
4	
2 things that I think other members should know about as a result of this trip or investigation	1 word to describe the trip or video
1. –	
2. –	

### What other comments would you like to add about the experience?

### **MEETING #3: FRUITS AND VEGETABLES FOR GOOD HEALTH**



Canada's food guide

# Eat well. Live well.

# Healthy eating is more than the foods you eat



# Nutrition Guide















	FOOD GROUPS	SERVING	CALORIES	CARBO- HYDRATES (gmms)	DIETARY FIERE (gnama)	A SOURCE OF	ONTARIO AVAILABILITY										
	VEGETABL	ES					J	F	M	A	м	J	J	A	s	0	N
	Artichoke	125 mL cooked	45	10	3	Magnesium, Folate								•	•	•	
	Asparagus	125 mL cooked	21	4	2	Vitamin C, Folate					•	•					
	Bok Choy	125 mL cooked	11	2	1	Vitamin A, Folate						٠	•	•	٠	•	•
	Broccoli	125 mL raw	16	3	1	Vitamin C, Folate							•	•	٠	•	
	Carrots	125 mL raw	28	8	2	Vitamin A, Folate	•	•	•	•	•		•	•	•	•	•
	Cauliflower	125 mL raw	13	3	1	Vitamin C, Folate						•	•	•	•	•	•
,	Corn	125 mL cooked	70	17	2	Vitamin C, Folate							•	•	٠	•	
	Cucumbers Field Greenhouse	125 mL	9	2	1	Vitamin C, Folate	•		•	•			•	•		•	•
	Lettuce Assorted Greenhouse	250 mL	9	2	1	Vitamin A, Folate	•		•	•	•	•	•	•	•	•	•
	Mushrooms	125 mL raw	11	2	1	Niacin	•	•	•	•	•	•	•	•	•	•	•
	Onions	125 mL raw	36	9	1	Vitamin C, Folate	•	•	•	•	•	•	•	•	•	•	•
	Potatoes	125 mL cooked	63	15	2	Vitamin C, Folate	•	•	•				•	•	•	•	•
	Rutabaga	125 mL cooked	35	8	2	Vitamin C, Folate	•	•	•	•	•	•	•	•	•	•	•
	Tomatoes Field Greenhouse	125 mL raw	17	4	1	Vitamin C, Folate			•	•	•	•	•	•	•	•	•
	FRUITS						J	F	М	A	м	J	J	A	s	0	N
	Apples	1 med	72	19	3	Vitamin C	٠	٠	٠	٠	٠	٠		•	٠	٠	•
	Blueberries	125 mL	44	n	2	Vitamin C							٠	٠	٠		
	Cherries	125 mL	78	20	3	Vitamin C	L					٠	٠				
	Grapes	125 mL	55	15	1	Vitamin C	L							•	٠		
	Nectarines	1 fruit	60	14	2	Vitamin C								٠	٠	Ц	
	Peaches	1 med	38	9	2	Vitamin C	L						٠	٠	٠		
	Pears	1 med	96	26	5	Vitamin C, Folate								•	•	•	•
	Plums	1 fruit	30	8	1	Vitamin C	L						٠	٠	٠	٠	
	Raspberries	125 mL	34	8	4	Vitamin C	L						٠	٠	٠		
	Rhubarb	125 mL	14	3	1	Vitamin K. Vitamin C	•	•	•	•	•	•					
	Strawberries	125 mL	28	7	2	Vitamin C						•	•				
	Watermelon	125 mL	24	6		Lycopene							•	•	٠		
							_	_	_	_	_	_	_	_	-	-	

Nutrition Guide courtesy of Foodland Ontario

### MEETING #4: PREPARING FRUITS AND VEGETABLES NUTRITION SCAVENGER HUNT

Using the Nutrition Guide from Foodland Ontario, find the answers.

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The vegetable with the most calories	A winter fruit that is a source of Vitamin C	Name 1 fruit and 2 vegetables that are a source of folate
Two (2) summer vegetables that are sources of Vitamin C	The fruit with the most fibre	Two (2) sources of spring fruits that have Vitamin C
Two (2) spring vegetables that have sources of Vitamin C	Two (2) fall vegetables that have sources of Vitamin C	The fruit with the most calories
Three (3) vegetables that are sources of Vitamin A	The vegetable with the most grams of carbohydrates	A vegetable that contains niacin (Vitamin B3)
The fruit with the most grams of carbohydrates	A fruit that is a source of lycopene	The vegetable that has the most fibre
Two (2) winter vegetables that contain Vitamin C	A fall fruit that is a source of Vitamin C	Three (3) summer fruits that are sources of Vitamin C

# **BUYING GUIDE FOR VEGETABLES**

### How Much to Buy? When is the best time?

The indicated peak times are for fresh Canadian produce, although some, like carrots, may be available year-round, while others, such as apples, are available from cold storage at other times during the year. Availability varies according to location and weather.

Some vegetables and fruits are also available year-round frozen: cranberries, wild blueberries, strawberries, raspberries, rhubarb, peas, corn, beans and broccoli are examples of produce that freezes well.

Vegetable	How much to buy?	Peak Times
Artichokes	1 large artichoke = 12 oz (375 g)	Spring, fall
Asparagus	1 bunch = 1 lb (500 g) = 24 stalks	Late April to June
	1 bunch chopped = 3 cups (750 mL)	
Green and Yellow Beans	1 lb (500 g) = 6 cups (1.5 L) whole	July to September
	1 lb (500 g) = 4 cups (1 L) chopped	
Beets	1 lb (500 g) = 1 bunch = 3 to 4 beets	July to mid-October
	1 bunch quartered = 2 cups (500 mL) = 2 1/3 cups (575 mL) chopped/sliced	
Broccoli	1 lb (500 g) = 1 bunch	July to late October
	1 bunch = 4 cups (1 L) chopped florets; 2 cups (500 mL) sliced peeled stems	
Brussels Sprouts	1 lb (500 g) = 24 sprouts = 4 cups (1 L)	September to November
Cabbage	1 large green cabbage = 4 lb (2 kg)	July to November
	1 lb (500 g) shredded = 6 cups (1.5 L)	
Carrots	1 lb (500 g) = 4 large carrots; 1 carrot = 3/4 cup (175 mL) chopped/sliced = 2/3 cup (150 mL) grated	July to late September
	1 bunch = 9 small carrots = 12 oz (375 g) tops removed; 1 carrot = 1/3 cup (75 mL) chopped/sliced = 1/4 cup (50 mL) grated	
Cauliflower	1 large cauliflower = 2 3/4 lb (1.375 kg) trimmed florets = 12 cups (3 L)	August to October
Celery	1 bunch = 1 1/2 lb (750 g)	August to September
	1 stalk = 1/2 cup (125 mL) sliced = 6 celery sticks	
Corn	1 cob = 8 oz (250 g) = 1 cup (250 mL) kernels	July to late September

Cucumber	1 English cucumber = 1 lb (500 g) = 12 inches (30 cm) sliced = 4 cups (1 L) chopped = 2 1/2 cups (625 mL)	(English, year-round and Field, June to early September)
Eggplant	1 large eggplant = 1 lb (500 g)= 7 cups (1.75 L) sliced or cubed	August to late September
	1 small Asian eggplant = 6 oz (175 g) = 2 cups (500 mL) sliced or cubed	
Garlic	1 head = about 2 oz (60 g) = 10 cloves	August to October
	1 clove = 1 tsp (5 mL) minced	
Green Onions	1 bunch = 6 onions = 4 oz (125 g)	July to September
	1 bunch = 1 1/2 cups (375 mL) chopped, white and trimmed green parts	
Leeks	1 bunch = 3 to 4 leeks = 1 lb (500 g)	August to November
	1 leek = 1 cup (250 mL) sliced, white and pale green parts	
Lettuce, Boston	1 head = 1 lb (500 g) = 11 cups (2.75 L) torn	(June to September)
Lettuce, iceberg	1 head = 1 1/4 lb (625 g) = 12 cups (3 L) torn	(July to end of September)
Lettuce, romaine	1 head = 1 1/2 oz (750 g) = 14 cups (3.5 L) torn	(June to end of September)
Mushrooms, button	1 lb (500 g) = 30 mushrooms = 6 cups (1.5 L) sliced/chopped	(year-round)
	1 lb (500 g) = 3 to 4 onions	(August to May)
Onions, cooking	1 onion = 1 1 1/2 cups (375 mL) sliced = 1 cup (250 mL) chopped	
Onions, red	1 lb (500 g) = 2 onions = 2 1/2 cups (625 mL) sliced	(August to October)
	1 onion = 2 cups (500 mL) chopped	
Onions, Spanish and other large, sweet	1 lb (500 g) = 1 onion = 3 cups (750 mL) sliced	(August to October)
varieties	1 onion = 2 cups (500 mL) chopped	
Parsnips	1 lb (500 g) = 3 to 4 parsnips	(September to November)
	1 parsnip = 1 cup (250 mL) chopped = 1/3 cup (75 mL) mashed	
Peas	1 lb (500 g) fresh peas in pod 1 1/3 cups (325 mL) shelled	(mid-June to late July)

Potatoes	1 lb (500 g) = 3 to 4 potatoes	(late August to late	
	1 potato = 1 cup (250 mL) sliced = 3/4 cup (175 mL) chopped = 1/2 cup (125 mL) cooked, mashed	October)	
Potatoes	1 lb (500 g) = 15 new/mini-potatoes	(new/mini) (July to September)	
	1 lb (500 g) = 2 to 3 sweet potatoes	(late summer)	
Potatoes, sweet	1 potato = 2 1/2 cups (625 mL) sliced = 2 cups (500 mL) cubed = 1 cup (250 mL) mashed		
Radishes	1 bag = 1 lb (500 g) = 27 radishes = 3 1/2 cups (875 mL) sliced	(June to September)	
	1 bunch = 12 radishes = 1 1/2 cups (375 mL) sliced		
Rutabaga	1 rutabaga = 2 1/2 lb (1.25 kg) = 5 cups (1.25 L)cubed	(October to December)	
	1 cup (250 mL) cubed = 1/2 cup (125 mL) cooked, mashed		
Spinach	1 bag = 10 oz (300 g) = 19 cups (4.75 L), trimmed and lightly packed; 10 cups (2.5 L) packed	(June to October)	
	1 bunch = 12 oz (375 g) = 16 cups (4 L), trimmed and lightly packed; 8 cups (2 L) packed		
Squash, butternut	1 large squash = 3 lb (1.5 kg) = 11 cups (2.75 L) cubed	(September to November)	
	1 cup (250 mL) cubed = 1/2 cup (125 mL) mashed		
Sweet peppers	1 lb (500 g) = 2 to 4 peppers	(August to September;	
	1 pepper = 1 1/2 cups (375 mL) sliced = 1 1/4 cups (300 mL) chopped	year-round greenhouse)	
Tomatoes	1 lb (500 g) = 2 to 3 tomatoes	(late July to late	
	1 tomato = 1 cup (250 mL) chopped	September)	
Zucchini	1 lb (500 g) = 4 zucchini	(July to late September)	
	1 zucchini, halved and sliced = 2 cups (500 mL)		
	1 zucchini, chopped = 1 1/2 cups (375 mL)		

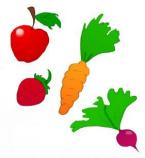
### **BUYING GUIDE FOR FRUIT**

### How much to buy? When to buy?

Fruit	How much to buy?	Peak Times	
Apples	1 lb (500 g) = 2 to 3 apples 1 apple, grated or chopped = 1 cup (250 mL) 1 apple, sliced = 1 1/2 cups (375 mL)	August to April	
Apricots	1 lb (500 g) = 5 to 7 apricots 1 apricot, sliced = 1/2 cup (125 mL)	July to August	
Blueberries	pint = 12 oz (375 g) = 2 cups (500 mL)	July to September	
Cantaloupe (muskmelon)	1 cantaloupe = 3 lb (1.5 kg) = 7 cups (1.75 L) chopped	July to September	
Cherries	1 lb (500 g) = 50 cherries = 3 cups (750 mL) 1 lb (500 g) pitted = 2 cups (500 mL)	Late June to early August	
Cranberries	1 bag = 12 oz (375 g) = 3 cups (750 mL)	September to December	
Grapes	1 lb (500 g) = 3 cups (750 mL) stemmed	August to early October	
Honeydew Melon	1 honeydew = 5 1/2 lb (2.45 kg)	July to September	
	1 honeydew, chopped = 12 cups (3 L)		
Nectarines	1 lb (500 g) = 4 nectarines	August to mid-	
	1 nectarine = 1 cup (250 mL) sliced or chopped	September	
Peaches	1 lb (500 g) = 2 to 4 peaches	Mid July to mid September	
	1 peach = 1 cup (250 mL) sliced		
	1 peach = 1 cup (250 mL) chopped or diced		
Pears	1 lb (500 g) = 2 to 3 pears	August to late November	
	1 pear = 1 cup (250 mL) sliced or chopped		
Plums	1 lb (500 g) = 5 plums	Mid July to Late	
	1 plum = 1/2 cup (125 mL) chopped or sliced	September	
Raspberries	1 pint = 12 oz (375 g) = 2 cups (500 mL)	July to late September	
	2 cups (500 mL) = 1 cup (250 mL) puréed; 1/3 cup (75 mL) puréed and seeded		
Rhubarb	1 lb (500 g) trimmed = 10 stalks	Forced January to April	
	1 stalk, trimmed = 1/2 cup (125 mL) chopped	Outside May to June	
Strawberries	1 quart = 30 strawberries = 1 1/2 lb (750 g)	Early June to September	
	1 quart = 4 cups (1 L) hulled		
	1 quart = 4 cups (1 L) sliced/chopped		
	4 cups (1 L) = 2 1/2 cups (625 mL) puréed		
Watermelon	1 medium-large watermelon = 14 lb (6.25 kg)	August to September	
	1 lb (500 g) = 3 1/2 cups (875 mL) cubed		

# MEETING #5: ONTARIO FRUITS AND VEGETABLES BY THE SEASON

Fill in as many Ontario grown fruits and vegetables that you would identify as being fresh and readily available by the season. Some may overlap. An example has been provided to help you get started. Do this on your own and then see what other members suggest.



SPRING	SUMMER
e.g. asparagus	e.g. strawberries
FALL	WINTER
	VVINTER
e.g. butternut squash	e.g. apples

Are there any conclusions that you can make about the availability of fresh Ontario produce?

### FEBRUARY-MARCH-APRIL-MAY

These are months when making Ontario choices might be a little more challenging. Why might this be so?

Take a look at these in infographics. Challenge members to create a similar kind of infographic for other months of the year.



Info graphics by iStock

Design by Genevieve Pizzale

Courtesy of Canadian Living

### FOOD RECORD ANALYSIS

- 1. Make a list of <u>all</u> the foods you ate today or yesterday. If you can't remember, make a list of the foods you probably eat in a day.
- Beside each food, estimate how much you ate e.g. 1 cup (250 mL), ½ cup (125 mL) ¼ cup (50 mL) or just a little 2 tbsp (30 mL).
- 3. Use a highlighter to show the fruits and vegetables that you ate.
- 4. Then answer the questions that follow.

What I Ate	How much did I eat?
(Today) Vesterday 2 Herelly 2)	
(Today? Yesterday? Usually?)	
For BREAKFAST I ate:	
For LUNCH I ate:	
For DINNER I ate:	
	1
SNACKS I ate:	
	<u> </u>

### ANALYSIS

Question	Yes	No	Maybe	Ways I might do better
Did I eat fruits and vegetables at each meal or snack?				
Did I eat a <b>variety</b> of fruits and vegetables during the day?				
Did I eat a lot or a little fruit and vegetables throughout the day?				
Did I choose fruit and vegetables more often than fruit or vegetable juice?				
Did I eat at least one (1) dark green vegetable?				
Did I eat at least one (1) orange vegetable?				
Did I generally choose fruit and vegetables that have little or no added fat, sugar or salt?				
Did I eat Ontario fruits and vegetables?				

### What further comments do you have about eating fruit and vegetables?

### MEETING #6 – PRESERVING ONTARIO'S FRUITS AND VEGETABLES

### FOOD PRESERVATION

Fill in the missing word. Here is a word bank to help you.



Image by Voglia - Own work, CC BY-SA 3.0, https://commons.wikimedia. org/w/index.php?curid=27518396

LOOSE-PACK MICROORGANISMS HEAT HERMETICALLY SEALING OXYGEN SAFETY PRESERVED TEMPERATURES ICE EXPAND CONTRACTS BOILING GROWTH DISCARDED STORED BLANCHING ENZYMES

- 1. All foods exposed to air at room temperature would spoil quickly unless \_\_\_\_\_\_ in some way.
- 2. \_\_\_\_\_\_such as yeasts, molds, bacteria and enzymes may be invisible to the human eye but these develop when foods are improperly stored.
- 3. One way of destroying spoilage organisms is to expose them to high \_\_\_\_\_\_as in home canning.
- 4. Canning involves heating jars of food to temperatures high enough to destroy microorganisms and enzymes through \_\_\_\_\_ processing.
- 5. Processing destroys spoilage organisms and drives air out of jars creating a vacuum seal. This is known as \_\_\_\_\_\_ meaning air tight.
- 6. When jars of food are heated, the food and air inside \_\_\_\_\_\_. Air is forced out of the jar from between the lid and the mouth of the jar.
- 7. As jars cool, the food inside \_\_\_\_\_\_. Because most of the air has been exhausted from the jar an air tight vacuum seal forms thus keeping air and microorganisms from

reentering the jars. This preserves the \_\_\_\_\_ and quality of the food inside the jar.

- 8. Exhausting the air from the jar is important! \_\_\_\_\_\_left in the jar causes undesirable colour and textural changes to the food and can support microbial growth. Exhausting as much air as possible reduces this in the jar so that undesirable colour and textural changes are limited and spoilage microorganisms have little or no chance for \_\_\_\_\_.
- 9. Failure to heat process by using a \_\_\_\_\_\_ water bath can allow spoilage organisms to survive and grow in the canned products. As spoilage organisms grow they give off gases, increasing the pressure inside the jar and causing the seal to break. If a sealed jar becomes unsealed after some time in storage this indicates spoilage from microbial growth. Jars or cans like this need to be promptly \_\_\_\_\_.
- 10. Once the microorganisms are destroyed and the airtight seal has formed, jars of food become \_\_\_\_\_\_ at room temperature for a long time.
- 11. \_\_\_\_\_ is an important part in freezing vegetables. This part inactivates \_\_\_\_\_\_ by submerging vegetables in boiling water and then in \_\_\_\_\_ water.
- 12. The \_\_\_\_\_\_ method in freezing fruits and vegetables means that foods such as strawberries, raspberries, blueberries, broccoli flowerets and green beans are individually frozen.

### **PROJECT SUMMARY:** ONTARIO'S TASTY FRUITS AND VEGETABLES PROJECT

Α.	A. Member Comments				
	1.	What did you gain from taking this project?			
	2.	Which meeting or topic was the most/least interesting? Why?			
	3.	Two (2) topics about Ontario's fruits and vegetables that I would like to investigate further			
	4.	One (1) recipe that I really liked and why:			
В.	Par	ent/Guardian Comments:			
C.	Lea	ider Comments:			
This pr	ojec	t has been completed satisfactorily!			
Memb	er:_	Leader:			
Date:_		Leader:			