



CANADA
4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



A World of Food in Canada

LEADER REFERENCE GUIDE

Credits

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,
my country, and my world.

The 4-H Motto

Learn To Do By Doing

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Original 'A World of Food in Canada' 4-H project released in 1967 for Canada's Centennial year.

Thank you to the 4-H A World of Food in Canada Committee members who assisted with the update of this resource:

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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 it 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.

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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.

**This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

***Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

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.

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

***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

Welcome to 4-H Ontario's A World of Food in Canada Project!

There are 190 countries in the world and people from all 190 countries can be found in Canada! Originally created in 1967 to celebrate Canada's Centennial, this project is making a return with an assortment of recipes – some of which are familiar and appeared in the original project while other recipes are new. Learn how our food habits are influenced by Canadians of many different backgrounds and gain respect and appreciation for the traditional food practices of various cultural groups who have made this country their home – all while trying out some great tasting food! Explore the world of food with this project!

Project Objectives

- Gain an understanding and appreciation, through food, of the various cultures that make up the fabric of Canada
- To foster a love of cooking and baking
- To start, and continue, on a path of continual learning about food and how to prepare a variety of food dishes
- Learn how to properly measure ingredients for cooking/baking
- Understand the dangers of working in a kitchen and how to work in a kitchen safely
- Discover careers available that are associated with culinary arts
- Expand skills in problem-solving, judging, communication and leadership
- To learn the proper use of parliamentary procedure

How to Use This Manual

The Leader Reference Guide

4-H Ontario's A World Of Food In Canada Project is made up of three parts:

1. The Reference Book

Meeting 1 – Canadian Cuisine

Meeting 2 – Traditional Indigenous Foods

Meeting 3 – Foods of North & South America

Meeting 4 – Foods of Europe

Meeting 5 – Foods of Asia & Australia

Meeting 6 – Foods of Africa

There is more information in this project than what can be covered in 12 hours of a typical 4-H project. A member could take this project for multiple years and learn different content each year.

Each unit contains Setting Objectives, Suggested Learning Outcomes, Roll Call questions, a suggested agenda, Topic Information, Activities and a Digging Deeper section. Activities should be used in combination with the discussion of topic information to teach members in a hands-on, interactive learning environment.

2. The Record Book

Participating and reflecting are important life-long skills. The Record Book is designed for members to record information throughout the club and to reflect on their learning for future reference.

The Record Book should be given to each member at the beginning of the first meeting. Ask members to

keep it in a binder or duo tang so that they can add to it easily at each meeting. Photocopy selected activities from the Leader Reference Manual and Activity Guide to be included in the Record Book. Trying and reflecting on recipes at home is an important part of the project. There is a special page for recording and reflecting in the Record Book. Completion of the Record Book should be a requirement of the project.

3. Recipe Booklet

This booklet includes a variety of recipe options, divided by meeting. A highlight of 4-H meetings is the actual food preparation activities and the trying of recipes. These experiential activities support learning in the development and application of knowledge and skills. Members should be encouraged to try recipes at home and to report on at least one recipe tried for each meeting. Recipes have been written in the accepted standard format using both Imperial (Conventional) and metric measures. Members should be encouraged to follow one system of measurement as opposed to some of each. Try to ensure measuring equipment aligns with either Imperial OR metric measures.

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. 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 time. At the same time, 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.

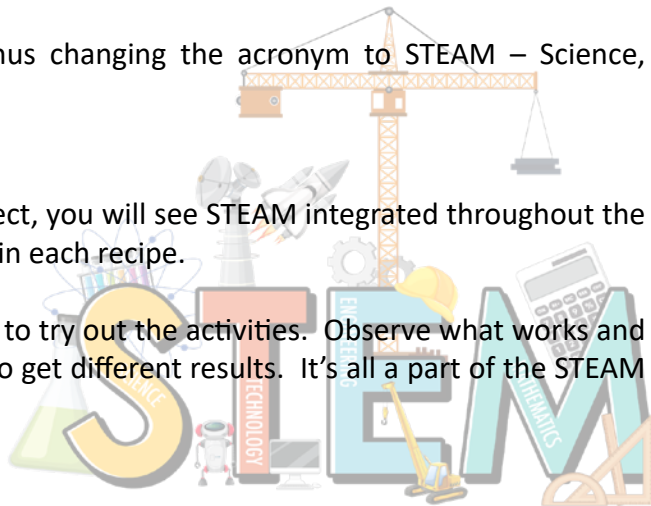
STEM in 4-H allows people to work on their questions, design tests, create models, build their understanding, and share their work with others – learn to do by doing. That’s what science and engineering are, trying to understand the natural universe and develop solutions to the problems faced in our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

Within 4-H, the STEM process can 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 A World of Food in Canada Project, you will see STEAM integrated throughout the project within all of the activities provided as well as within each recipe.


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!



READING RECIPES

Recipes can be found written in various formats. For this project the STANDARD recipe format has been chosen.

The Basic Standard Format



CRANBERRY BREAD

2 cups (500 mL) all-purpose flour
¾ cup (175 mL) white sugar
½ tsp (2 mL) salt
1 ½ tsp (7 mL) baking powder
½ tsp (2 mL) baking soda
1 cup (250 mL) chopped cranberries
1 egg
2 tbsp (30 mL) canola oil
¾ cup (175 mL) orange juice
1 tbsp (15 mL) orange zest

1. Preheat oven to 350 °F or 175° C.
2. Grease a 9X5 inch (2L) loaf pan.
3. Combine the flour, sugar, salt, baking powder and baking soda. Add the cranberries and stir to coat with flour.
4. Mix together the egg, oil, orange juice and orange zest in a separate bowl.
5. Pour the egg mixture into the flour mixture and stir with a fork just until blended. Spoon the batter into the prepared pan.
6. Bake 50 minutes or until a toothpick inserted comes out clean. Cool in pan for 10 minutes and then remove to cooling rack.

Yield: 1 loaf, approximately 10 slices

Recipe title

Ingredients listed in the order used in the recipe.

Ingredients listed and in amounts needed. Ingredients listed in Imperial or Conventional measurement and metric measurement. Use one system only.

Instructions listed by number. Each instruction begins with an action.

Yield or the amount the recipe produces.

Critiquing a recipe might prepare participants for an interesting judging activity. Participants could critique a magazine, Internet or food label recipe

Image Credit: Diane O'Shea, 4-H Ontario Tasty Fruits & Vegetables 4-H Resource

Planning A Meeting

Plan your meetings well. Review all the information well in advance so you are prepared and ready!

Before Each Meeting

- Read the topic information and activities and photocopy any relevant resources for the Participants Journal.
- Be familiar with the topic information for each meeting. Think of imaginative ways to present the information to the participants. Do not rely on just reading the information out loud. Review available resources, plan the meetings and choose activities and themes that complement the ages and interests of your participants. Gather any equipment and/or resources that will be needed to complete the meeting.
- At least 12 hours of club meeting time is required for every project; including club business, specific project information and social recreation. The delivery format for that material is left to the discretion of the leaders. Before each meeting, create a timeline to ensure that you are providing an adequate amount of instructional time for club completion. **Note:** the best practice recommendation is that a club have multiple meeting times for each project. Included on the following page is a Leader's Planning Chart to help with the planning of meetings. In addition to the chart, keep track of what went well and what could be changed next time. That way, each time this project is run, the content of the meetings can be different!

Leader's Planning Chart

The following page includes a Leader's Planning Chart to help plan meetings. In addition to the chart, keep track of what went well and what should be changed next time. That way, each time this project is run, the content of the meetings can be different.

When planning each meeting, a typical 4-H meeting agenda should include the following:

- Welcome & Call to Order
- 4-H Pledge
- Roll Call
- Parliamentary Procedure:
 - o Secretary's Report
 - o Treasurer's Report (if any)
 - o Press Report
 - o New Business: local and provincial 4-H activities/opportunities, upcoming club activities
- Meeting content and activities
- Clean-up
- Social Recreation and/or refreshments
- Adjournment

Judging And Communications

Each meeting must include either a judging or public speaking activity.

- Judging allows the members to use judging techniques as part of the learning process. Members learn to evaluate, make decisions and communicate with others through judging. Experience with judging also helps develop critical thinking skills, confidence and self-esteem.
- Many examples are used in this reference book but use your imagination. As long as members are setting criteria and critically thinking about where items fit within that set of standards, they are learning the basic skills of judging.
- A communications activity has been provided for each meeting but can be included in the Roll Call or social recreation time. These activities do not need to involve the topic of food as the outcome is more

about understanding practical communication concepts.

Electing Your Executive

All club members decide on the club executive. Review each of the roles and responsibilities with the members.

President

- The club president works closely with the Club leaders to plan meetings and other activities.
- They are the chairperson of all club meetings and ensure they start and end on time.

Vice President

- The vice president helps the president when needed and takes over the president's duties if necessary.

Secretary

- The secretary is responsible for keeping minutes of meetings, attendance records and handling the club's mail. If the club has money, the secretary may become the secretary-treasurer.

Treasurer

- The treasurer is responsible for recording the club money received or paid out. A report is usually given after the reading of the minutes.

Press Reporter

- The press reporter lets the community know about your club's activities through social media, local newspapers, radio, or 4-H newsletters.

Elections can be chaired by a youth leader, senior participant or club leader. The person chairing the elections is not eligible for any positions.

Procedure:

1. All positions are declared vacant by the chairperson, who indicates this by saying "I'd like to declare all positions vacant."
2. The group decides on the method of voting (i.e. show of hands, ballot or standing).
3. The chairperson accepts nomination from participants for each position being filled. Nominations do not require a seconder. Nominations are closed by motion or declaration by the chairperson.
4. Each participant nominated is asked if he/she will stand for the position. Names of participants who decline are crossed off.
5. Voting takes place by selected method and majority rules (i.e. participant with most votes).
6. Announce the name of the successful participant. Offer congratulations and thank all others that ran for the position.
7. If ballots are used, a motion to destroy the ballots is required and voted on.

Steps In Making A Motion

The motion is a very important key to having good meetings. Motions are a way of introducing topics for discussion and allowing each participant to speak and vote. Any participant can make a motion.

Steps in Making a Motion:

1. Address the chairperson (i.e. raise your hand).
2. Wait for the chairperson to acknowledge you.
3. Make the motion: "I move that..."
4. Another person seconds the motion: "I second the motion."
5. Chairperson states the motion.
6. Chairperson calls for discussion of the motion.

7. Chairperson restates the motion.
8. Chairperson calls the vote: “All in favour? Opposed?”
9. Chairperson announces the result of the vote: “Motion carried” or “Motion defeated.”

Volunteer Responsibilities

As A Club Volunteer Your Responsibilities Are To:

- Be a Volunteer in Good Standing by completing the volunteer screening process, attending a volunteer training session and adhere to the 4-H Code of Conduct.
- Notify the local association of the club, arrange a meeting schedule and participate in club meetings, activities and the Achievement program, assuring that all meetings and activities are accessible and inclusive for all participants.
- Review the project material in the Leader Reference Manual to familiarize yourself with the information and adapt it to fit your group. Be well organized and teach the material based on your group’s age, interest and experience level.
- Organize the club so participants gain parliamentary procedure, judging and communication skills.
- Ensure that participants are registered for the club using the online registration system.
- Review the Participant Agreement Form (PAF) that participants completed when registering online.
- Ensure that all participants, leaders and parent helpers know the appropriate actions during any emergency.
- Check with participants for any food allergies or dietary restrictions and plan snacks accordingly.
- Review the Risk Management Checklist(s) in this resource that have been provided by 4-H Canada.

As A Club Participant Your Responsibilities Are To:

- Participate in at least 2/3 of their own club meeting time. Clubs must have a minimum of 12 hours of meeting time.
- Complete the project requirement to the satisfaction of the club leaders.
- Take part in the project Achievement Program.
- Fill in and complete the Record Book.
- Complete any other project as required by the club leaders.

Special Projects

These projects are done outside of meeting time and are for members interested in doing more – often senior members. Its up to you as the leader to decide if you will require members to complete a Special Project for club completion. Some ideas include:

Here are some activities to get you started, but feel free to think of more!

- Create a display about a topic related to this project and display at a local fair or community event.
- Create a video about some aspect of this project. Post on YouTube.
- Interview someone in your community that is new to Canada. Write a blog or an article for your local newspaper about their culture and foods that are traditional to their culture. Alternatively, interview someone who has lived in Canada for generations and find out what cultures and food are still prevalent in their family that relate back to their ancestry.
- Create a list of 10 recipes not found in the A World of Food in Canada recipe book that are part of the member’s heritage.

Tour & Guest Speaker Ideas

- Have guest speakers attend meetings to supplement the material in the Reference Manual. Speakers could include a new immigrant to Canada, someone who runs a bake shop/is a baker at the shop, a grocery store manager, someone who runs a cultural festival etc.
- Visit a food processing facility.
- Tour a grocery store.
- Tour a store that specializes in food from a certain culture.

Achievement Program Ideas/Suggestions

- Host a Tastes of the World food sampling event.
- Have members make a presentation at school, a senior's home or at another organization's meeting about the A World of Food in Canada Project.
- Have members make a Tik Tok video that features a recipe from this project.
- Host an evening for your community with a guest speaker that will highlight their country. Showcase this country with food prepared by club members. Or, have 4-H club members do the presenting about various cultures found within their community.
- Attend a local cultural celebration in your community

Leader's Planning Chart

Mtg. #	Date/Place	Topics Covered	Activities	Materials Needed



Community Event Checklist

Community Events refer to activities hosted and organized by an outside party that are attended by a 4-H group.

Examples include, but are not limited to: club members volunteering at a community event or fundraiser, or attending an exhibition or a trade show.

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practices to reduce risk. The suggested risk management strategies are considered minimum standards for participating in a community event.

Preparation

- All youth members and their parents/guardians are informed of potential risks involved in the activity, as well as the safety rules and procedures.
- Safety rules and procedures are learned prior to participation.
- Emergency contact and medical information for all participants will be on-hand throughout the event, as well as dedicated phones for emergencies.
- A first aid kit will be available.
- Set a muster point at the event for everyone to gather in case of an emergency, or if separated from the group. Ensure all participants are aware of this emergency plan.

Supervision

- Adheres to Youth Safety Supervision Policy, Rule of Two, and Supervision Ratios.
- At large events, you may partner with other 4-H groups to provide greater supervision coverage.
- Members must stay within supervised areas as explained by leaders.
- At a public event, the overall group may break into smaller groups. Smaller groups may be supervised in public view by one trained leader or screened volunteer. The maximum number of youth per supervisor must follow the supervision ratio.
- There must never be a situation where an adult is one-on-one with a youth. If a member needs individual attention, engage a fellow supervisor or another adult for assistance.
- Ensure all adults communicate a safety plan to youth and everyone knows how to contact the trained leader in charge in case of an emergency.
- If working in conjunction with another volunteer group, members must be supervised by a 4-H trained leader and/or trained volunteer. Volunteers from other organizations have not met our screening requirements.
- Safety rules and procedures are enforced throughout the activity.
- Emergency action plan is in place to deal with accidents/injuries.

Clothing/Footwear

- Appropriate and properly fitted footwear is worn.
- Appropriate clothing is worn.

A World of Food in Canada References/ Resources

- A World of Food in Canada 4-H Ontario Project Resource, 1967
- A World of Food in Canada 4-H Ontario Project Resource, 1977
- African Bites <https://www.africanbites.com/>
- Agriculture & Agri-Food Canada – 2022 Statistics <https://agriculture.canada.ca/en/sector/horticulture/reports/>
- Alberta Milk <https://albertamilk.com/recipes/>
- All Recipes <https://www.allrecipes.com/>
- Asia Society <https://asiasociety.org/>
- Best of the Bakery, 4-H Saskatchewan Project Resource, 2012
- Canada Beef <https://canadabeef.ca/recipes/cowboy-cupcakes/>
- Canadian Food Focus <https://canadianfoodfocus.org/recipes/>
- Canadian Living <https://www.canadianliving.com/>
- Crosby Foods <https://www.crosbys.com/>
- Dieticians of Canada – Kid Food Nation <https://kidfoodnation.ytv.com/recipes/>
- East Coast Kitchen <https://theeastcoastkitchen.com/>
- Easy Kids Recipes <https://www.easy-kids-recipes.com/international-recipes.html>
- European Food Information Resource (EuroFIR) Consortium – Traditional Foods in Europe Report https://www.eurofir.org/wp-admin/wp-content/uploads/EuroFIR%20synthesis%20reports/Synthesis%20Report%206_Traditional%20Foods%20in%20Europe.pdf
- Food.com <https://www.food.com/>
- Food Network Canada <https://www.foodnetwork.ca/recipe/>
- Georgia State 4-H <https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/>
- Illinois State 4-H Cooking 101 4-H Project <https://4h.extension.illinois.edu/>
- International Cuisine <https://www.internationalcuisine.com/>
- Native Women’s Association of Canada <https://www.nwac.ca/>
- Oklahoma State Food, Fun, 4-H Around The World Project, 2021
- <https://4h.okstate.edu/projects/nutrition-health-wellness/food-fun-4h/food-fun-4h-around-the-world-2021/>
- Ontario Apple Growers <https://onapples.com/>
- Ontario Maple <https://www.ontariomaple.com/>
- Ontario Ministry of Agriculture, Food & Rural Affairs <https://omafra.gov.on.ca/>
- Ontario’s Tasty Fruits & Vegetables 4-H Ontario Project Resource, 2019
- Pizza Project, 4-H Ontario Project Resource, 2015
- Teach Food First: An Educator’s Toolkit for Exploring Canada’s Food Guide – Healthy Schools B.C. <https://healthyschoolsbc.ca/teach-food-first/>
- Statista <https://www.statista.com/statistics/>
- The Canadian Encyclopedia <https://www.thecanadianencyclopedia.ca/en/>
- The Romanian Cookbook <https://theromaniancookbook.com/>
- Travel Food Atlas <https://travelfoodatlas.com/>
- Up Here: The Voice of Canada’s Far North <https://www.uphere.ca/articles/few-northern-fish-recipes-you-have-try>
- World Atlas <https://www.worldatlas.com/>
- World of Food and Wine <https://www.worldfoodwine.com/>
- Worldmeter <https://www.worldometers.info/>

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,
my country, and my world.



CANADA
4-H Ontario



Canadian Cuisine

Meeting 1 - Canadian Cuisine

Setting Objectives:

- To create an understanding and appreciation of the variety of foods available in Canada and how to prepare these foods.

Learning Outcomes:

- To understand why kitchen safety is important
- To expand knowledge of foods found in each province and territory in Canada
- To appreciate the importance of cultural differences in food
- To discover careers related to food preparation and the food industry
- To start 4-H members on a path of continual learning about food and culturrs by encouraging members to seek out more in-depth information
- To understand parliamentary procedure and how the election process works for electing the club's executive

Sample Roll Call Questions:

- Name your favourite food. Do you know which country is noted for this food?
- Name a food you have never eaten but would like to try.
- Have you travelled to a province(s) or territory in Canada? If so, what food did you eat when you were there that you don't eat at home?
- If you could travel to any province or territory, which one would it be? What food would you like to try when you are there?

SAMPLE MEETING AGENDA

Time: 3 hours 40 minutes

Welcome, Call to order, Pledge	Welcome the club members to the project. Call the meeting to order and lead the members through reciting the 4-H Pledge.	10 minutes
Roll Call		5 minutes
Parliamentary Procedure	<ul style="list-style-type: none"> Election of Officers 	30 minutes
Topic Information, Discussion & Activities	Topic Information <ul style="list-style-type: none"> Kitchen Safety 	10 minutes
	Activity #1 - Cooking Skills Checklist	10 minutes
	Activity #2 - Tools & Equipment Memory Game	20 minutes
	Activity #3 - Kitchen Dictionary, Some Tools and Terms in Review	20 minutes
	Topic Information <ul style="list-style-type: none"> Knife Safety 	10 minutes
	Topic Information <ul style="list-style-type: none"> Foods of Canada 	20 minutes
	Activity #4 - Where in Canada are you? Wordsearch	10 minutes
	Activity #5 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #1	60 minutes

At Home Activity	<p>Make a recipe from Meeting #1 in the Recipe Booklet.</p> <p>Find a recipe that isn't in the Recipe Booklet that is associated with a province or territory in Canada.</p>	5 minutes
Wrap up, Social Time And Adjournment		10 minutes

Kitchen Safety

NOTE: The following safety topics should be reviewed as gentle reminders with the intent being a brief review. Each topic can be quite lengthy but this should not be the focus as the new club gets underway. There will be opportunities when preparing recipes to expand on these topics. There is also a section on food and kitchen safety at the beginning of the Recipe Booklet.

Talk About It!



What other kitchen safety tips could be added to this list?

Energy is present everywhere. The energy produced by a motor drives a car. The energy produced by the wind turns the blades of a windmill. Animals can run from the energy provided by food.

1. Before you begin roll up long sleeves, tie back long hair and remove loose clothing and jewelry that might get in the way or catch on something. Close toed shoes are best.
2. Wash your hands and dry them well. Wet hands can be slippery.
3. Keep cabinet doors and drawers closed so you won't bump into them.
4. Wipe up spills as soon as they happen. Wet spots can be slippery.
5. Always use oven mitts to handle food on the stove, in the oven or microwave and under the broiler.
6. Always pick up knives by their handle and do not point them at anyone.
7. Keep electrical cords away from the stove top, oven and sink.
8. Before leaving the kitchen, check that the oven and burners are all turned off.
9. Don't put knives or other sharp objects in a sink full of water. Someone could reach in and get hurt.
10. Never put water on a cooking fire - it could make the fire bigger.
11. Don't put cooked food on an unwashed plate or cutting board that held raw food. Always use a clean plate.
12. Never add water to a pan with hot oil in it. It could splatter and burn someone.
13. Keep paper towels, dish towels and pot holders away from the stove top so they don't catch on fire.
14. Keep hot foods hot and cold foods cold.
15. Use separate utensils for tasting.
16. Wash dishes in a dishwasher or by using hot, soapy water and rinsing well.

Check It Out!



Check out the 4-H Ontario website in the resource section for a Kitchen Safety power point video. After viewing the video, identify three (3) key things you will remember about food and kitchen safety.

Knife Skills

- Always cut away from yourself
- Hold fingers in a bear claw position so that fingers are not in the way of cutting
- Use a cutting board
- If you drop a knife, let it fall –don't try to catch it
- Always pass a knife to someone else with the handle first
- Never point a knife at anyone
- Never run with a knife in your hand
- Use a knife for chopping, slicing, mincing, dicing or cubing – never for opening a can or using as a hammer
- Never put a knife in dishwasher. Wash and dry separately.

Do It!



Practice safe knife skills by preparing an assortment of fresh fruit and vegetables for sampling.

Kitchen Safety Information Credit: Diane O'Shea – Ontario's Tasty Fruits & Vegetables 4-H resource

Judge It!



Choose 4 different apples (or whichever type fruit you have on hand). Have members create a list of features they think are important for the perfect apple. Then, using this list have members rank (judge) the apples. Have senior members give their reasons for their placing.

Alternatively, have members look up the scorecard for the vegetable they're judging in the 4-H Ontario Judging Project Toolkit or from the Ontario Association of Agricultural Societies' Judging Handbook.

Foods of Canada

What foods come to mind when you think of traditional Canadian foods? Donuts, maple syrup and salmon may be some of the things you think of when thinking about Canadian cuisine, but rest assured there is more to try!

For most Canadians, what qualifies as our “national” cuisine is a little mysterious. But our provinces and territories do share a love of some distinctive foods that originated from inside our borders. Canada is a large country with 10 provinces and 3 territories and each have their own unique cultures and history, all which have helped to shape the types of traditional foods associated with area.

Divisions within Canadian cuisine can be traced along regional lines and have a direct connection to the historical immigration patterns of each region or province. The earliest cuisines of Canada are based on Indigenous, English, Scottish and French roots. Regional cuisines have continued to develop with subsequent waves of immigration during the 19th, 20th, and 21st centuries, from Central Europe, Southern Europe, Eastern Europe, South Asia, East Asia, and the Caribbean.

Canada has been called a melting pot with people from almost every culture and country calling Canada home. In this meeting, we'll look at foods that are somewhat traditional to Canada. During the rest of this 4-H project, we'll look at the rest of the world – a world of food that can also be found in Canada!

At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #1 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a recipe for a Canadian province or territory that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.



- **The History Behind Canadian Foods**

Who we are many times determines what types of meals are prepared in our homes based on our family's cultural background and where our families came from before calling Canada home. Choose one of your family's favourite meals and trace it back to find its origins. Is it a uniquely Canadian dish? If not, which country did it originate from?

- **Crops Grown in Canada**

Climate determines which foods can be grown in Canada. This has been changing over the years though with changes in climate and advancements in hybrid technology for crops thus allowing for new crops that can be grown on Canadian soil. Research a crop that is now grown in Canada that wasn't grown here 50 years ago.

Be prepared to share your findings with the group at the next meeting.

Talk About It!



When you think of Canadian food, what food first comes to mind?

Name It!



Many villages, towns and cities have a variety of restaurants. Many restaurants focus on a certain culture of food. Name a restaurant in your area that serves food from a certain country.

ACTIVITY #1 - COOKING SKILLS CHECKLIST

Do	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Cooking Skills Checklist worksheet (found on the next page and in the Participants Journal)• Writing utensil <p>Instructions:</p> <ol style="list-style-type: none">1. Provide each member with a Cooking Skills Checklist worksheet2. Give members 5 to 10 minutes to complete the worksheet
Reflect	<p>Learning Outcomes:</p> <p>To ascertain the knowledge and possible skill level of members.</p>
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Was it easy or hard to complete the worksheet?• What skills on the list do you already know how to do?• What skills on the list are you good at?• What skills on the list do you want to learn more about and work on?

Activity taken from Ontario's Tasty Fruits & Vegetables 4-H Project Resource

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:

- 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:

- | | |
|---|--|
| <input type="checkbox"/> Separate an egg | <input type="checkbox"/> Slice |
| <input type="checkbox"/> Sift dry ingredients | <input type="checkbox"/> Grate or shred |
| <input type="checkbox"/> Cream ingredients | <input type="checkbox"/> Roll out |
| <input type="checkbox"/> Cut-in ingredients | <input type="checkbox"/> Boil |
| <input type="checkbox"/> Knead | <input type="checkbox"/> Saute |
| <input type="checkbox"/> Fold-in | <input type="checkbox"/> Simmer |
| <input type="checkbox"/> Peel | <input type="checkbox"/> Broil |
| <input type="checkbox"/> Mince | <input type="checkbox"/> Chiffonade Boil |
| <input type="checkbox"/> Dice | |
| <input type="checkbox"/> Cube | |
| <input type="checkbox"/> Chop | |

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:

- How to compost properly
- How to recycle
- How to wash, dry and put away dishes
- How to use a dishwasher
- How to store food properly
- How to clean counters, work surfaces and floors

In this 4-H project I would like to work on:

ACTIVITY #2 - KITCHEN TOOLS AND EQUIPMENT MEMORY GAME

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Blank piece of paper• Writing utensil• Kitchen tools and equipment placed on a tray• Sample items: wooden spoon, measuring spoons, dry measure, wet measure, rubber scraper, vegetable peeler, ice-cream scoop, metal spatula, tongs, paring knife, French knife, serrated knife (bread knife), funnel, silicon brush, pot holders, oven mitts, parchment paper, cheese grater, cutting board, ladle, colander, dish cloth, tea towel, apple corer, egg separator, potato masher, can opener, pizza cutter, pastry blender, etc. <p>Instructions:</p> <ol style="list-style-type: none">1. Ask members to put the numbers 1 to 15 on a sheet of paper.2. Circulate the room with a tray of kitchen tools and equipment.3. Members get only 1 or 2 looks. They need to remember as many of the items as they can and to write them on their paper.4. Have members identify each item and explain how it might be used.
Reflect	<p>Learning Outcomes:</p> <p>To learn what tools and equipment are found in a kitchen and what they are used for.</p>
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Was it easy or difficult to remember what was on the tray?• Did you know the names of everything on the tray and what each item is used for?• Have you used any or all of the items on the tray? Can you explain to the group how an item is used?

Additional Activity:

Members chose a piece of equipment and role play with or without food how the tool or piece of equipment is to be used and if there is any safety advice.

ACTIVITY #3 - KITCHEN DICTIONARY, SOME TOOLS AND TERMS IN REVIEW

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Kitchen Dictionary worksheet (found on the next page and Participants Journal)• Writing Utensil <p>Instructions:</p> <ol style="list-style-type: none">1. Have members work together to fill in the missing letters in the first column.2. In the third column members can name tools or equipment used for the actions.
Reflect	<p>Learning Outcomes:</p> <p>To learn what actions are used when working in a kitchen, what the actions mean and what tools and equipment are needed to complete each action.</p>
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Where there any actions on the list that you had not heard of?• Was it easy or hard to list the tools and equipment that would be needed to complete the action?• Can you think of any other actions/tasks you might do in a kitchen that aren't listed here?

KITCHEN DICTIONARY

SOME TOOLS AND TERMS RELEVANT TO BREAD MAKING

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	
2. B_ _ _	To mix food hard and fast with a spoon or electric mixer.	
3. B_ _ ND	To mix two or more ingredients together until combined in a harmonious mixture	
4. B_ _ _	To cook something until it bubbles fast and keeps on bubbling	
5. B_ _ _ _	To cook food right next to the top heat in an oven	
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	
10. C_ _ _ _	To beat butter or shortening until soft, 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. K_ _ _ _	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. SH_ _ _	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	

ACTIVITY #4 - WHERE IN CANADA ARE YOU? WORDSEARCH

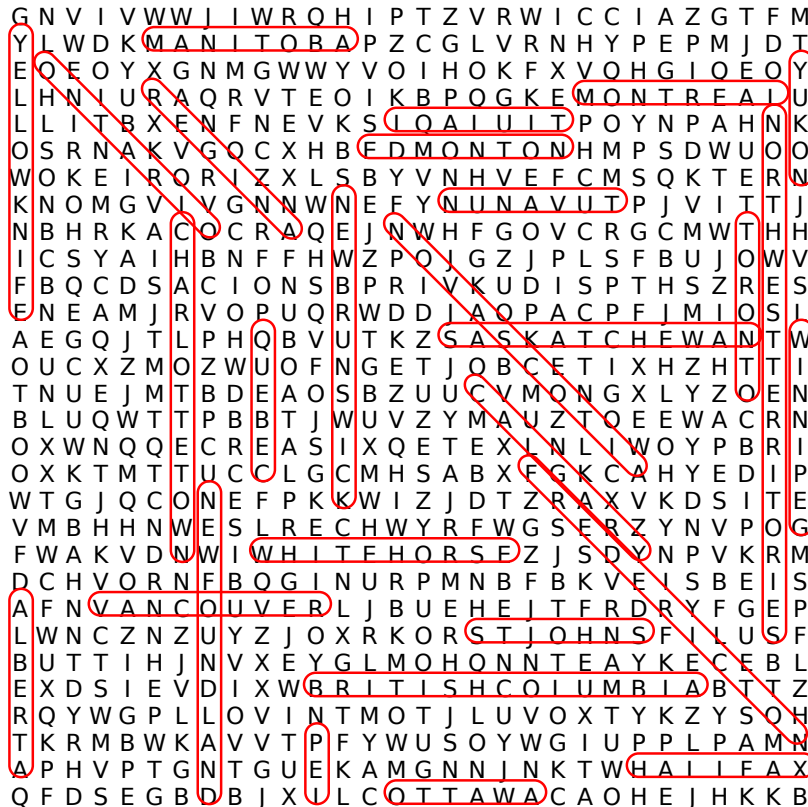
Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Where in Canada are you? Wordsearch (found on the next page and in the Record Book)• Writing utensil <p>Instructions:</p> <ol style="list-style-type: none">1. Provide each member with a wordsearch2. Give members 5 to 10 minutes to find the words
Reflect	<p>Learning Outcomes:</p> <p>To allow members to become familiar with cities and provinces in Canada.</p>
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Was it easy or hard to find the words in the wordsearch?• Do you know where in Canada each city and province are located?• Have you visited any of the cities and/or provinces?

Where in Canada are you?

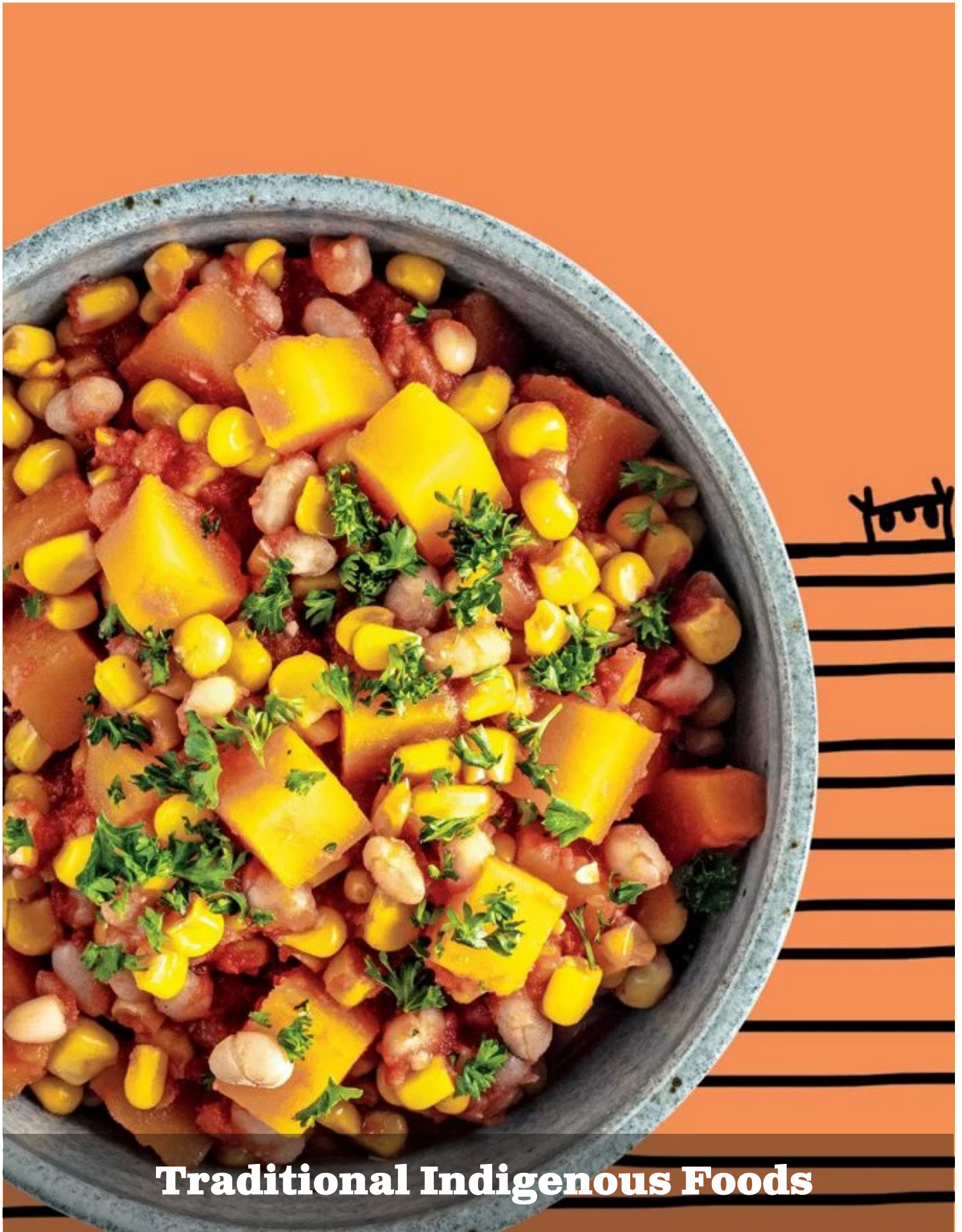
G N V I V W W J I W R Q H I P T Z V R W I C C I A Z G T F M
 Y L W D K M A N I T O B A P Z C G L V R N H Y P E P M J D T
 E O E O Y X G N M G W W Y V O I H O K F X V Q H G I Q E O Y
 L H N I U R A Q R V T E O I K B P Q G K E M O N T R E A L U
 L L I T B X E N F N E V K S I Q A L U I T P O Y N P A H N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

Northwest Territories	Newfoundland	British Columbia	PEI
Charlottetown	Fredericton	Saskatchewan	Yukon
New Brunswick	Edmonton	Yellowknife	
Whitehorse	Nova Scotia	Montreal	
Winnipeg	Halifax	Manitoba	
St Johns	Nunavut	Vancouver	
Calgary	Iqaluit	Toronto	
Ontario	Regina	Ottawa	
Alberta		Quebec	

Where in Canada are you?



- | | | | |
|-----------------------|--------------|------------------|-------|
| Northwest Territories | Newfoundland | British Columbia | PEI |
| Charlottetown | Fredericton | Saskatchewan | Yukon |
| New Brunswick | Edmonton | Yellowknife | |
| Whitehorse | Nova Scotia | Montreal | |
| Winnipeg | Halifax | Manitoba | |
| St. John's | Nunavut | Vancouver | |
| Calgary | Iqaluit | Toronto | |
| Ontario | Regina | Ottawa | |
| Alberta | | Quebec | |



Traditional Indigenous Foods

Meeting 2 - Traditional Indigenous Foods

Setting Objectives:

- To allow members to discover and learn about Indigenous foods, learn how to prepare these foods and why these foods are an important part of Indigenous history.

Learning Outcomes:

- To gain an understanding of what traditional foods were (and still are) for Indigenous peoples living in Canada
- To expand knowledge of foods found in an Indigenous diet
- To appreciate the importance of cultural differences in food
- To discover careers related to food preparation and the food industry
- To start 4-H members on a path of continual learning about food and cultures by encouraging members to seek out more in-depth information

Sample Roll Call Questions:

- What recipe did you make at home from Meeting #1? Is it something you will make again?
- Indigenous people traditionally have lived off of the land. Name an animal they would have hunted for food.
- Can you name a food/dish that originated with Indigenous peoples?
- Name a plant that Indigenous people traditionally gathered for food.

SAMPLE MEETING AGENDA

Time: 3 hours 5 minutes

Welcome, Call to order, Pledge Review 4-H Code of Conduct		5 minutes
Roll Call		5 minutes
Parliamentary Procedure		10 minutes
Topic Information, Discussion & Activities	Topic Information <ul style="list-style-type: none"> Traditional Indigenous Foods Activity #1 - Indigenous Communities in Ontario Activity #2 - Hunting and Trapping Activity #3 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #2	20 minutes 20 minutes 30 minutes 20 minutes 60 minutes
At Home Challenge	Make a recipe from Meeting #2 in the Recipe Booklet. Find a recipe that isn't in the Recipe Booklet that is a traditional Indigenous food/dish.	5 minutes
Wrap up, Social time and Adjournment		10 minutes

Traditional Indigenous Foods

With a variety of styles and ingredients, Canadian food is prized all over the world for its indigenous influences. Fresh, local ingredients are at the heart of Indigenous cuisine.

As with many Indigenous cultures throughout the World, the traditional diet of Indigenous people in Canada was derived from the land. Wild game and edible plants formed the traditional Indigenous diet.

Traditionally, Indigenous people were hunter-gatherers. The daily diet varied according to the type of plants and animals available in particular locations and by season. By necessity, Indigenous peoples had an extensive knowledge of plants, animals, the land and the effects of the weather for each time of year.

The traditional diet of Indigenous people was made up of the animals and plants found on the land and in the sea around them. This included moose, caribou, elk, seal, whale, buffalo, rabbit, all kinds of fish and many species of birds. Every part of the animal was consumed or used to make clothing or shelter. Edible plants included corn, squash, fiddleheads, wild rice, nuts and wild berries. Certain plants were highly prized for their medicinal value.

Wild game along with the wide variety of edible plant life meant that Indigenous people were generally well nourished. The hunter-gatherer lifestyle also meant plenty of physical activity.

During the long, cold winters, extra calories were needed to help keep warm. In the summer months, Indigenous women would plant small gardens and gather wild berries and seeds. Common vegetables included corn, beans, and squash, which were often simmered to make soups or stews, such as Three Sisters Soup (the "sisters" are corn, beans, and squash). Gathered foods included ground nuts, wild grapes and fiddlehead ferns in the east and wild rice in Ontario and Manitoba.

Medicinal plants were also sought after. While Indigenous men hunted large wild game, the women and youth often hunted small game such as rabbit and partridge. All family members contributed to providing for the family.

Excerpts taken from: Native Women's Association of Canada <https://www.nwac.ca/>



Source: <https://www.theindigenousfoundation.org/articles/indigenous-food-sovereignty>

Experience It!



Watch the video 'Cooking & Eating Indigenous Food in Canada' that was made by the Delight Travellers partnership with The Indigenous Tourism Association of Canada (ITAC). <https://www.youtube.com/watch?v=IMzmsUTFLAQ>

Experience It!



Have someone in your area who specializes in Indigenous foods speak at your meeting. If time permits, prepare an Indigenous recipe under the guidance of this person.

At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #2 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a traditional Indigenous recipes that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.

Talk About It!



What effect does living in a remote community have on the ability to access certain ingredients (fresh/seasonal/specialty)?

Judge It!



Choose 4 cobs of corn (or a different vegetable if corn isn't available). Have members create a list of features they think are important for the perfect cob of corn. Then, using this list have members rank (judge) the cobs of corn and have senior members give their reasons for their placing.

Alternatively, have members look up the scorecard for the vegetable they're judging in the 4-H Ontario Judging Project Toolkit or from the Ontario Association of Agricultural Societies' Judging Handbook.



DIGGING DEEPER

For Senior Members

- **History of Three Sisters Soup**

Three Sisters Soup is a traditional Native American recipe from the Haudenosaunee (Iroquois) nation. Research to find why this soup is called Three Sisters Soup and what the history and legend is behind this recipe.

Prepare this soup for the next meeting so that everyone can have a sample of this soup. While everyone is enjoying the soup, tell the group the importance of this soup to Indigenous peoples, the legend behind it and why the Three Sisters Soup recipe continues to be handed down from generation to generation.

ACTIVITY #1 - INDIGENOUS COMMUNITIES IN ONTARIO

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Access to the Internet• Paper map of Ontario <p>Instructions:</p> <ol style="list-style-type: none">1. Have members research which Indigenous communities are found in Ontario2. Have members mark these communities on a map of Ontario
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To allow members to discover where and how many Indigenous communities are located in Ontario.• To have members gain an appreciation for the many Indigenous communities that are a part of the history of our province.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Did you know before completing this activity which Indigenous community was closest to where your meeting is taking place?• If you are from an Indigenous community, can you share one (or more if you wish!) unique fact about where you live?• Based on the location of the Indigenous community, what is one food that you think would have been a traditional food for the peoples of this community?

Additional Activity:

Visit the Native Land website <https://native-land.ca/> to find out whose ancestral homelands are in your area. Native Land is an app to help map Indigenous territories, treaties, and languages.

ACTIVITY #2 - HUNTING AND TRAPPING

Do	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Guest Speaker <p>Instructions:</p> <ol style="list-style-type: none">1. Invite an Indigenous hunter or trapper to speak to the class about the role of hunting and trapping in Indigenous cultures. You may also wish to invite an Indigenous woman who is familiar with hunting lifestyles to discuss a woman's role in a hunting camp. Or invite an Indigenous person who is involved in contemporary styles of ecological management. Many Indigenous communities administer their own wildlife management programs and there will be people such as wildlife officers who are very knowledgeable about contemporary and traditional Indigenous conservation practices.2. If your 4-H club is in an urban area and it is difficult to reach people who are familiar with traditional hunting lifestyles, if possible, contact someone from the local Friendship Centre. Another option is to contact a provincial environment ministry, which will have various wildlife and natural resources departments. It may be possible to invite a conservation officer to your meeting who has some knowledge of Indigenous hunting and trapping issues.3. Be sure that club members prepare some questions ahead of time for the speaker.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To allow members to about hunting and trapping.• To give members the opportunity to interact with someone who has in-depth knowledge about wildlife and the environment.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• What did you learn about hunting and trapping?• Did anything you hear or see in the presentation that surprised you?• Can you see yourself as a hunter and trapper?• What do you think is the hardest part of being a hunter and trapper?



Foods of North and South America

Meeting 3 - Foods of North and South America

Setting Objectives:

- To discover traditional foods for countries found in North and South America and how to prepare these foods.

Suggested Learning Outcomes:

- To learn which countries are found in North and South America
- To gain an appreciation for the variety of cultures that are a part of these two continents
- To try new foods and gain an appreciation for foods from other countries and cultures
- To continue emphasizing the importance of food and kitchen safety

Sample Roll Call Questions:

- What recipe did you make at home from Meeting #2? Is it something you will make again?
- Name a country found in North America. Name a country found in South America.
- If you could travel anywhere in North America where would you travel? South America? Why?
- Name a food you dislike. Why do you dislike it?

SAMPLE MEETING AGENDA

Time: 3 hours 5 minutes

Welcome, Call to order, Pledge		10 minutes
Roll Call		5 minutes
Topic Information Discussion		5 minutes
Activities Related to Topic	Topic Information	40 minutes
	<ul style="list-style-type: none"> North American facts, countries and dependencies South American facts, countries and dependencies 	
	Activity #1 - Where in North America Have You Been?	20 minutes
	Activity #2 - South American Flags Memory Game	30 minutes
	Activity #3 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #3	60 minutes
At Home Activity	Make a recipe from Meeting #3 in the Recipe Booklet.	5 minutes
	Find a recipe that isn't in the Recipe Booklet that is a traditional North or South American food/dish (that isn't from Canada).	
Wrap-Up, Adjournment & Social Time		10 minutes

Foods of North America

North America is home to various cultural groups. Many of the foods we find in North America have been brought by those immigrating who brought their favourites from their home countries and some foods have been influenced by Indigenous cultures.

North America is the third largest continent in the world by land area. By population, it is the fourth largest. North America is found entirely in the northern hemisphere and is bordered by the Arctic Ocean in the north, the Atlantic ocean in the east, the Pacific Ocean in the west, and South America to the south. North America is home to the longest land border in the world, which is shared between Canada the United States.

DID YOU KNOW?



Did you know that all of these countries are a part of North America? How many countries in North America could you name before this meeting?

North American Countries

There are 23 countries and 24 dependencies found in North America:

Countries

- Antigua and Barbuda
- Bahamas
- Barbados
- Belize
- Canada
- Costa Rica
- Cuba
- Dominica
- Dominican Republic
- El Salvador
- Grenada
- Guatemala
- Haiti
- Honduras
- Jamaica
- Mexico
- Nicaragua
- Panama
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Trinidad and Tobago
- United States

Dependencies

- Anguilla (United Kingdom)
- Aruba (Kingdom of the Netherlands)
- Bermuda (United Kingdom)
- Bonaire (Kingdom of the Netherlands)
- British Virgin Islands (United Kingdom)
- Cayman Islands (United Kingdom)
- Clipperton Island (France)
- Curacao (Kingdom of the Netherlands)
- Federal Dependencies of Venezuela (Venezuela)
- Greenland (Kingdom of Denmark)
- Guadeloupe (France)
- Martinique (France)
- Montserrat (United Kingdom)
- Neuva Esparta (Venezuela)
- Puerto Rico (United States)
- Saba (Kingdom of the Netherlands)
- Saint Barthelemy (France)
- Saint Martin (France)
- Saint Pierre and Miquelon (France)
- San Andres and Providencia (Colombia)
- Sint Eustatius (Kingdom of the Netherlands)
- Sint Maarten (Kingdom of the Netherlands)
- Turks and Caicos Islands (United Kingdom)
- United States Virgin Islands (United Kingdom)

What is a dependency?

A dependent territory, dependent area, or dependency (sometimes referred as an external territory) is a territory that does not possess full political independence or sovereignty as a self-governing state. It is controlled by a country found elsewhere in the world.

Map of North America



Judge It!



Choose 4 different types of oven mitts. Have members create a list of features they think are important to have for oven mitts. Then, using this list have members rank (judge) the oven mitts and give their reasons for their placing.

Foods of South America

South American cuisine has many influences, due to the ethnic mixture of South America. The most characteristic are Native American, African, Spanish, Italian, Portuguese, and Indian-South Asian. However, there is a mix of European, North American, and indigenous cuisines.

South America is the world's fourth largest continent by land area, and the world's third most populous.

South America is found in the western hemisphere. Most of the continent is in the southern hemisphere, although some parts of the northern part of the continent fall in the northern hemisphere. The section in the northern hemisphere includes Venezuela, Guyana, French Guiana, Suriname, parts of Brazil, parts of Ecuador, and nearly all of Colombia. The Isthmus of Panama separates North American and South America, where the Darién Mountains are considered to be the dividing line between the two continents. Sometimes, the dividing line is considered to be the Panama Canal. South America is bordered by the Atlantic Ocean in the east, the Pacific Ocean in the west, the Southern Ocean in the south, and North America in the north

South American Countries

There are 12 countries and 3 dependencies (areas owned by countries not in South America) found in South America:

Countries

- Argentina
- Bolivia
- Brazil
- Chile
- Colombia
- Ecuador
- Guyana
- Paraguay
- Peru
- Suriname
- Uruguay
- Venezuela

Dependencies

- Falkland Islands (United Kingdom)
- French Guiana (France)
- South Georgia and the South Sandwich Islands (United Kingdom)

DID YOU KNOW?



South America is almost twice as big as Europe by land area and is slightly larger than Russia.

Research It!



Choose a South American country you haven't heard of. Find it on a map and learn three facts about it. Share your findings with the rest of the group.

Experience It!



Have someone in your area that specializes in North American or South American foods speak at your meeting. If time permits, prepare a recipe under the guidance of this person.

Do It!



Tour a restaurant/retail store in your area that makes/sells food that is specific to one of the countries listed in this meeting. Remember, with any tour that you might take during this project that you are a guest. Be polite, respectful and grateful to the host(s) that have opened up their restaurant/facility for your 4-H club to tour.

Map of South America



At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #3 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a recipe for a North or South American country or dependency that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.



DIGGING DEEPER For Senior Members

- **Amazonian Cuisine**

The Amazon, often referred to as the "lungs of the Earth", has been home to hundreds of indigenous tribes for thousands of years. These tribes have, over time, developed a unique diet that is intricately connected with the biodiversity of their environment.

A walk through the lush rainforest is like stepping into nature's pantry. The unique biodiversity of the Amazon provides a diverse array of ingredients that form the basis of the local cuisine. These ingredients, harvested sustainably by the Indigenous communities, are a testament to the symbiotic relationship between the people and the forest.

The diverse array of foods in the rainforest offers a rich tapestry of flavors, nutrients, and potential health benefits, reflecting the immense biodiversity of this unique ecosystem.

What are the main foods found in the Amazon? Find at three different types of food that are a part of Amazonian cuisine. If possible, prepare one of these foods for the next meeting

ACTIVITY #1 - WHERE IN NORTH AMERICA HAVE YOU BEEN?

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Paper map of North America• Corkboard (corpoplast or cardboard will also work) to mount the map onto• Push pins <p>Instructions:</p> <ol style="list-style-type: none">1. First, have members place push pins on the map on places where they have travelled to – stress that if members haven't travelled outside of Ontario that it's okay as there are lots of places close to home to see as well2. When someone places a push pin on the map, ask if they remember anything they ate when they visited that place3. Second, have members place push pins on the map of places they would like to visit4. When someone chooses a place they want to visit, ask what type of food they might eat there that might be different than at home
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To allow members to share travel experiences within North America• To have members share food experiences• To allow members to envision places they would like to travel to and the food they would like to try
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Where is your favourite place you like to travel to?• Have you tried a food that you didn't like when you visited somewhere?• What is the most exotic food you have ever tried?

ACTIVITY #2 - SOUTH AMERICAN FLAGS MEMORY GAME

Do	<p>Time: 30 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Two copies of the Flags of South American countries templates printed on cardstock and then cut into playing squares (templates found on the next page) <p>Instructions:</p> <ol style="list-style-type: none">1. Print two copies of the templates and then cut into squares. When finished, there should be 24 cards in total (2 of each of flag).2. Have club members sit in a circle.3. Place the cards, face down, in the centre of the circle.4. Player #1 turns two cards over. If the flags on the cards match, they can collect those cards and take another turn. If the flags on the cards don't match, their turn is finished and the next person takes a turn.5. Once all of the flags have been matched the game is finished. The person with the most matches wins the game.
Reflect	<p>Learning Outcomes:</p> <p>To have members discover which countries are found in South America.</p>
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Was it easy or hard to find matching cards?• Did any of the flags look familiar to you? Which ones?• Did the number of countries found in South America surprise you? Did you think there would be more countries or less?• Has anyone visited any of these countries? Does anyone have relatives from any of these countries?

Image Source: <https://montessoridigital.org/cc224>

SOUTH AMERICAN FLAGS MEMORY GAME

SOUTH AMERICAN FLAGS MEMORY GAME



Foods of Europe

Meeting 4 - Foods of Europe

Setting Objectives:

- To discover traditional foods for countries found in Europe and how to prepare these foods.

Suggested Learning Outcomes:

- To learn which countries are found in Europe
- To gain an appreciation for the variety of cultures that are a part of this continent
- To try new foods and gain an appreciation for foods from other countries and cultures
- To continue emphasizing the importance of food and kitchen safety

Sample Roll Call Questions:

- What recipe did you make at home from Meeting #3? Is it something you will make again?
- Name a country found in Europe.
- If you could travel anywhere in Europe, where would you travel? Why?
- Name one food that Europe is known for.

SAMPLE MEETING AGENDA

Time: 2 hours 45 minutes

Welcome, Call to order, Pledge		10 minutes
Roll Call		5 minutes
Parliamentary Procedure		30 minutes
Activities Related to Topic	Topic Information • Foods of Europe	15 minutes
	Activity #1 - Create a 4-H Club Recipe Book!	20 minutes
	Activity #2 - Which Cultures Have Influenced My Families' Food Choices	20 minutes
	Activity #3 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #4	60 minutes
At Home Activity	Make a recipe from Meeting #4 in the Recipe Booklet.	5 minutes
	Find a recipe that isn't in the Recipe Booklet that is a traditional European food/dish.	
Wrap up, Social time and Adjournment		

Foods of Europe

Many European countries have experienced numerous occupations by different cultures over the centuries – the Celts, the Romans, the Turks and many others. All of these peoples, particularly if they stayed in a country for some time, left their culinary traces. But, cultures that also came to Europe without occupying a country, such as Jewish people, have influenced the traditional foods in many regions.

Borders across Europe have changed repeatedly over the centuries. The Austrian-Hungarian Monarchy for example, included at its peak the Czech Republic, Slovakia, Slovenia, Croatia, Bosnia and Herzegovina, parts of Romania, Montenegro, Poland, Ukraine, Italy and Serbia besides Austria and Hungary. This multi-cultural empire led to a great deal of cultural and culinary exchange between these different nations.

Traditional foods and dishes have also been influenced by religious habits and beliefs. Certain culinary rules have always been a part of different religions. In Europe, where Christians, Muslims and Jewish people have lived next to each other for centuries, each religion has defined itself in terms of diet and food taboos.

Although playing an important role in cultural identity, traditional foods have experienced continuous modifications, which reflect the history of a country or a region.

The number of traditional foods throughout Europe is almost endless. Each country and region has a variety of traditional recipes.

Excerpts taken from: European Food Information Resource (EuroFIR) Consortium – Traditional Foods in Europe Report https://www.eurofir.org/wp-admin/wp-content/uploads/EuroFIR%20synthesis%20reports/Synthesis%20Report%206_Traditional%20Foods%20in%20Europe.pdf

Europe is the world's third most populated continent, and the sixth largest continent by land area. Although physically connected to Asia, Europe has historically been considered a separate continent due to cultural and linguistic differences. The Ural and Caucasus Mountains are generally thought to be the eastern boundary of Europe. The other borders of Europe include the Black Sea and the Mediterranean Sea to the south, the Arctic Ocean to the north, and the Atlantic Ocean to the west. Europe is home to more than 10% of the world's population.

European Countries

There are 44 countries in Europe today, plus dependencies, according to the United Nations.

Eastern Europe

- Belarus
- Bulgaria
- Czech Republic (Czechia)
- Hungary
- Moldova
- Poland
- Romania
- Russia
- Slovakia
- Ukraine

Experience It!



Have someone in your area the specializes in European foods speak at your meeting. If time permits, prepare a recipe under the guidance of this person.

Judge It!



Choose 4 different types of can openers. Have members create a list of features they think are important to have for can openers. Then, using this list have members rank (judge) the can openers and give their reasons for their placing.

Western Europe

- Austria
- Belgium
- France
- Germany
- Liechtenstein
- Luxembourg
- Monaco
- Netherlands
- Switzerland

Northern Europe

- Denmark
- Estonia
- Finland
- Iceland
- Ireland

Southern Europe

- Albania
- Andorra
- Bosnia and Herzegovina
- Croatia
- Greece
- Holy See (Vatican City)
- Italy
- Malta
- Montenegro

Dependencies

- Faeroe Islands (Denmark)
- Gibraltar (United Kingdom)
- Isle of Man (United Kingdom)

Do It!



Tour a restaurant/retail store in your area that makes/sells food that is specific to one of the countries listed in this meeting. Remember, with any tour that you might take during this project that you are a guest. Be polite, respectful and grateful to the host(s) that have opened up their restaurant/facility for your 4-H club to tour.

DID YOU KNOW?



The typical half-moon shape of the French Croissant was introduced by Marie Antoinette, Austrian Archduchess and later wife of Louis XVI, imitating the traditional Viennese Kipferl

- Latvia
- Lithuania
- Norway
- Sweden
- United Kingdom

- North Macedonia
- Portugal
- San Marino
- Serbia
- Slovenia
- Spain

DID YOU KNOW?



The Vatican is Europe's smallest country. It is only about 0.44 square kilometers (0.17 square miles) in area.



Map of Europe



At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #4 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a recipe for an European country or dependency that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.



- **European Union**

There are many countries that make up the European Union (EU). Are all of the countries listed as part of the continent of Europe a part of the European Union?

Visit: https://learning-corner.learning.europa.eu/play-games/eu-puzzle_en for an online puzzle featuring the countries found in the European Union.

Why was the European Union created and what are the benefits of belonging to the European Union?

How does trade work for food within the countries of the European Union? Is it free trade?

Check into the current events happening in the European Union with regards to food production and farming. Is there anything happening that would impact the EU's ability to produce food?

Be prepared to share your findings at the next meeting.

ACTIVITY #1 - CREATE A 4-H CLUB RECIPE BOOK!

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Each club member is asked to bring a recipe that has significance to them. <p>Instructions:</p> <ol style="list-style-type: none">1. Bring in a recipe that has significance to you personally and that you would like to share with the group.2. Be ready to discuss the source (family / published book / website) and why it is significant to you. Which country did the recipe originate in?3. Collect the recipes and, if possible, photocopy the recipes so there is a copy of each recipe for each club member to add to their Recipe Book for this club.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To have members realize that almost everyone has a different recipe that is significant to them.• To allow members to listen to others and their stories of why certain foods are significant to them.• To have members gain an appreciation for the variety of cultures that have affected the foods we eat and the variety of sources where we find recipes.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Did anyone have the same recipe as you?• Did anyone have a recipe that you had never heard of?• Which recipe presented was your favourite? Do you want to try making the recipe?• Did you learn something about a person in your 4-H club that you didn't know about them before this activity?

ACTIVITY #2 - WHICH CULTURES HAVE INFLUENCED MY FAMILIES' FOOD CHOICES

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Paper and a writing utensil for making notes• Access to the Internet <p>Instructions:</p> <ol style="list-style-type: none">1. Have members list where their ancestors came from. If the member doesn't know, have them look up online, using their last name, to find out what cultures/countries are associated with that name.2. Have members make a list of common foods/dishes served in their home.3. Looking online, find out which countries are associated with the list of foods/dishes that the member has listed.4. Compare the list to the list of where the member's ancestors came from.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To have members self-reflect on the household they live in and what cultures have influenced what types of food are served in their home.• To have members think about their ancestors, the country they immigrated from to Canada and the recipes they brought with them that are still used in their home today.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• When people immigrate to Canada, do they bring their traditional recipes with them?• Can the access (or lack of access) to certain ingredients affect whether those recipes can be used, and does it have the potential to alter recipes?• What effect does living in a remote community have on the ability to access certain ingredients (fresh/seasonal/specialty)?



Foods of Asia and Oceania

Meeting 5 - Foods of Asia and Oceania

Setting Objectives:

- To discover traditional foods for countries found in Asia and Oceania and how to prepare these foods.

Learning Outcomes:

- To learn which countries are found in Asia and Oceania.
- To gain an appreciation for the variety of cultures that are a part of these continents.
- To try new foods and gain an appreciation for foods from other countries and cultures.
- To discover careers in the food industry.
- To continue emphasizing the importance of food and kitchen safety.

Sample Roll Call Questions:

- What recipe did you make at home from Meeting #4? Is it something you will make again?
- Name a country found in the continents of Asia or Oceania.
- If you could travel anywhere in Asia, where would you travel? Why?
- If you could travel anywhere in Oceania, where would you travel? Why?
- Name one food Asia is known for.

SAMPLE MEETING AGENDA

Time: 2 hours 55 minutes

Welcome, Call to order, Pledge		10 minutes
Roll Call		5 minutes
Parliamentary Procedure		30 minutes
Activities Related to Topic	Topic Information	20 minutes
	<ul style="list-style-type: none"> Foods of Asia Foods of Oceania 	
	Activity #1 - Find Your Purpose-Driven Career (Careers in Agriculture & Food)	20 minutes
	Activity #2 - Asia and Oceania Wordsearch	15 minutes
	Activity #3 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #5	60 minutes
At Home Challenge	Make a recipe from Meeting #5 in the Recipe Booklet.	5 minutes
	Find a recipe that isn't in the Recipe Booklet that is a traditional Asian or Oceanic food/dish.	
Wrap-Up, Adjournment & Social Time		10 minutes

Foods of Asia

In broad terms, in western India and farther west, wheat is an important food ingredient. It is all ground to flour and baked or otherwise cooked. It is used to make bread or nan, the large flat or bowl-shaped bread of western Asia, and in central and northwestern India, wheat flour is baked unleavened into chapati. In contrast, in all of Asia to the east of eastern India, the staple food becomes rice, with the whole grains usually boiled or steamed for eating without being ground into flour.

Rice and wheat are representative staples of East and West Asia, but the continent also includes peoples who find their staple foods still elsewhere. The varieties of the staple foods of these various ethnic groups are closely linked to the environments in which they live and their own histories.

Varieties of barley suited to cold climates (processed into parched barley flour called tsampa) have become a staple food in the highlands of Tibet while to the east in North China wheat is the staple diet, where it is made into a steamed bread called mantou or thick wheat noodles.

Various millets--sorghum, German millet, proso millet and the like--were introduced into East Asia from ancient India, long ago passing through the northern mountains of Southeast Asia and on eastward, eventually reaching North China and Manchuria. The ancient Chinese culture that grew up along the Yellow River of North China relied heavily on German millet as its staple. This ancient millet-eating region, however, was later overtaken by the development of cultures whose staple foods were wheat, barley, and rice. At present, millet remains the sole staple of northern Korea. In India, millet is normally ground and baked as chapati. In North China and Manchuria, it is normally ground, formed into balls, and steamed for consumption, or else the whole grains are boiled into a gruel and eaten.

DID YOU KNOW?



Oranges are considered lucky in Chinese culture, and most Chinese people end their meals with a slice of orange — not fortune cookies, which aren't even Chinese.

In Southeast Asia, the crops of longest standing are taro, yams, bananas, and others which are not planted as seeds but which are cultivated through transplanting. These, however, were replaced to a major extent by rice and other grains which appeared later. Today grain farming is the major crop in Asia. But, taro, yams, bananas still form the staple diet in eastern Indonesia and on the islands that dot Bashi Strait between Taiwan and the Philippines. They are still important crops on the islands of Oceania as well.

In Mongolia in northern Asia, Central Asia, and from India westward, milk from a variety of domestic livestock is made into yogurt, butter, cheese and other dairy foods, which serve as an important source of nourishment. China, Korea, Japan and Southeast Asia, however, traditionally have not used milk this way. Instead, these non-milk areas developed a variety of fermented foods made from soybeans such as soy sauce and soy bean paste. These countries rely heavily on soybeans as sources of vegetable protein in their daily lives.

DID YOU KNOW?



Some of the driest places on Earth are located in the desert climates of West Asia, the steppes of Central Asia, and parts of China and Mongolia. At the same time, the northeast Indian village of Mawsynram is the absolute wettest place on Earth, with an average of 11,872 millimeters (467.4 inches) of rainfall per year.

Asia is the world's largest continent both by population and by land area. Comprising of 30% of the world's land area, Asia borders the Pacific Ocean in the east, the Arctic Ocean in the north, the Indian Ocean in the south, and Europe to the west. Around 60% of the world's population lives in Asia.

Asia's immense size lends itself to a variety of different geographical landscapes, depending on its region. West Asia has some of the highest temperatures on the planet as a result of its warm desert climate. Factoring in the heat index and wind speeds, summers in the region have risen to dangerous temperatures, with parts of Iraq and Iran having recorded feel-like temperatures of over 160 degrees Fahrenheit (71 degrees Celsius). Inversely, Asia is also home to the coldest weather in the populated world (excluding Antarctica), which was recorded as -90 degrees Fahrenheit (-67.7 degrees Celsius) and occurred in two Russian towns: Verkhoyansk and Oymyakon.



Asian Countries

According to the United Nations, there are 48 countries in Asia plus dependencies.

- Afghanistan
- Armenia
- Azerbaijan
- Bahrain
- Bangladesh
- Bhutan
- Brunei
- Cambodia
- China
- Cyprus
- Georgia
- India
- Indonesia
- Iran
- Iraq
- Israel
- Japan
- Jordan
- Kazakhstan
- Kuwait
- Kyrgyzstan
- Laos
- Lebanon
- Malaysia
- Maldives
- Mongolia
- Myanmar
- Nepal
- North Korea
- Oman
- Pakistan
- Philippines
- Qatar
- State of Palestine
- Saudi Arabia
- Singapore
- South Korea
- Sri Lanka
- Syria
- Tajikistan
- Thailand
- Timor-Leste
- Turkey
- Turkmenistan
- United Arab Emirates
- Uzbekistan
- Vietnam
- Yemen

Experience It!

Have someone in your area who specializes in Asian or Oceanic foods speak at your meeting. If time permits, prepare a recipe under the guidance of this person.

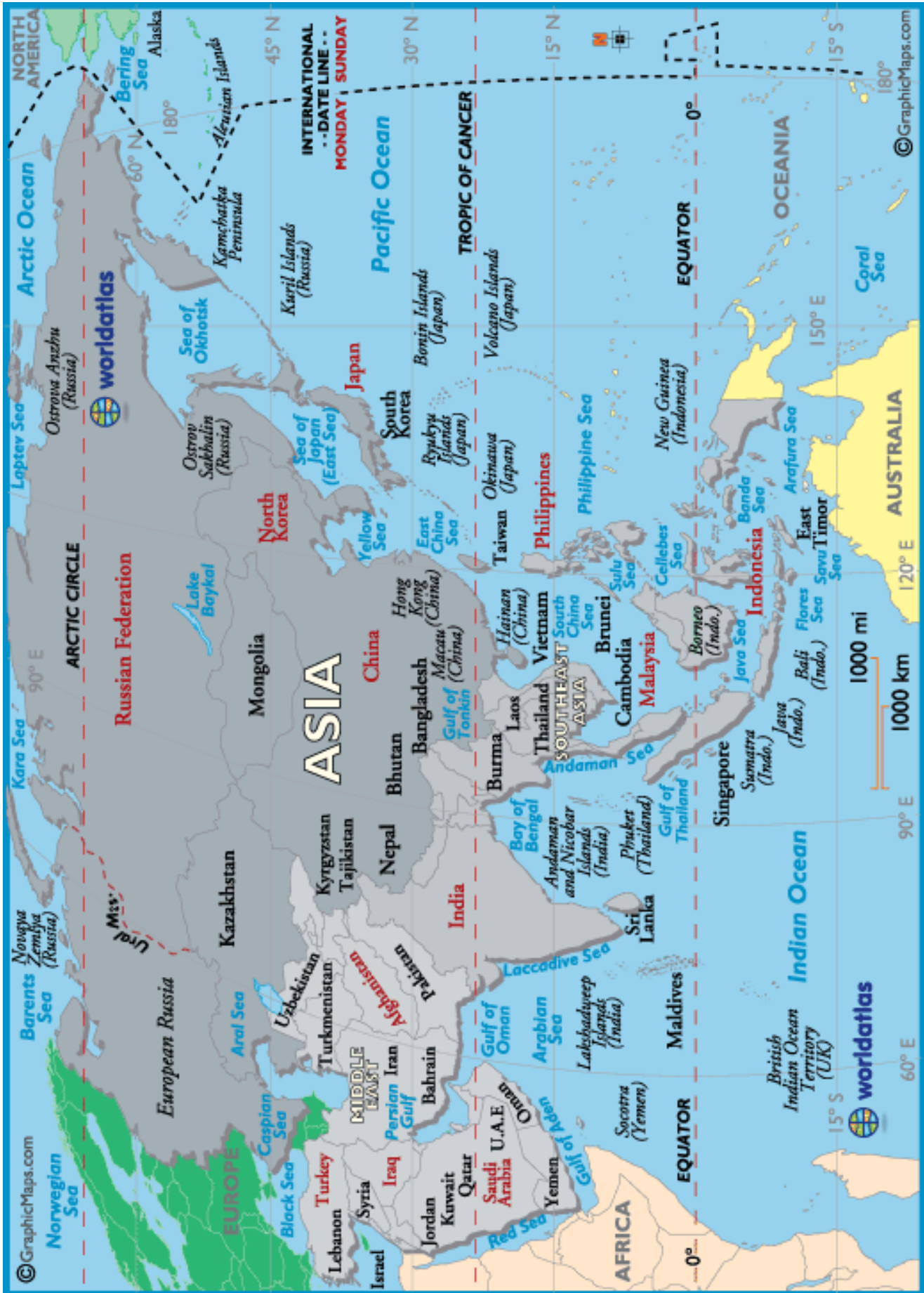


Dependencies

- Hong Kong (China)
- Macao (China)
- Taiwan (China)

Asia's immense size lends itself to a variety of different geographical landscapes, depending on its region. West Asia has some of the highest temperatures on the planet as a result of its warm desert climate. Factoring in the heat index and wind speeds, summers in the region have risen to dangerous temperatures, with parts of Iraq and Iran having recorded feel-like temperatures of over 160 degrees Fahrenheit (71 degrees Celsius). Inversely, Asia is also home to the coldest weather in the populated world (excluding Antarctica), which was recorded as -90 degrees Fahrenheit (-67.7 degrees Celsius) and occurred in two Russian towns: Verkhoyansk and Oymyakon.

Map of Asia



Foods of Oceania

Oceania food is a treasure trove of flavours, textures, and ingredients. The use of Indigenous foods, especially seafood, tropical fruits and root vegetables, forms the cornerstone of Oceania cuisine. Each region within Oceania has distinctive food cultures that reflect the rich history, lifestyle, and resources of its people.

Because Australia was colonized by people from England many dishes of their cuisine are based on dishes of Great Britain. There are plenty of meat pies, steaks (steak is a staple in the Australian diet) and grilled chicken, often accompanied by vegetables. Some exotic meats like kangaroo, crocodile or buffalo might also appear in an Australian menu. Seafood like mud crabs or yabbies (shrimp) are also well-liked. Australia's major cities are on the coast, so they always have the freshest seafood. With such a huge range of fresh produce, Australia can boast of one of the finest cuisines in the world.

When we think of New Zealand we think of lamb but there is also pork, venison, salmon, oysters, paua (abalone), mussels and some varieties of New Zealand clams, kumara (sweet potato) and kiwis.

Australia is the world's smallest continent and second least populated. The term Oceania is also used to describe this region in order to differentiate it from the country of Australia. However, Oceania is not a continent but is instead a continental grouping. The term Australasia is also sometimes use to refer to this region.

Oceania is of the most diverse and fascinating areas on the planet. Together it combines all of Australia, New Zealand, Papua New Guinea, as well as the thousands of coral atolls and volcanic islands of the South Pacific Ocean, including the Melanesia and Polynesia groups.

Oceania also includes Micronesia, a widely scattered group of islands that run along the northern and southern edges of the Equator.

Oceanic Countries

There are 14 countries in Oceania plus dependencies, according to United Nations.

- Australia
- Fiji
- Kiribati
- Marshall Islands
- Micronesia
- Nauru
- New Zealand
- Palau
- Papua New Guinea
- Samoa
- Solomon Islands
- Tonga
- Tuvalu
- Vanuatu

Dependencies

- America Samoa (USA)
- Cook Islands (partly New Zealand)
- French Polynesia (France)
- Guam (USA)
- New Caledonia (France)
- Niue (partly New Zealand)
- Northern Mariana Islands (USA)
- Tokelau (New Zealand)
- Wallis & Futuna (France)

Do It!



Tour a restaurant/retail store in your area that makes/sells food that is specific to one of the countries listed in this meeting. Remember, with any tour that you might take during this project that you are a guest. Be polite, respectful and grateful to the host(s) that have opened up their restaurant/facility for your 4-H club to tour.

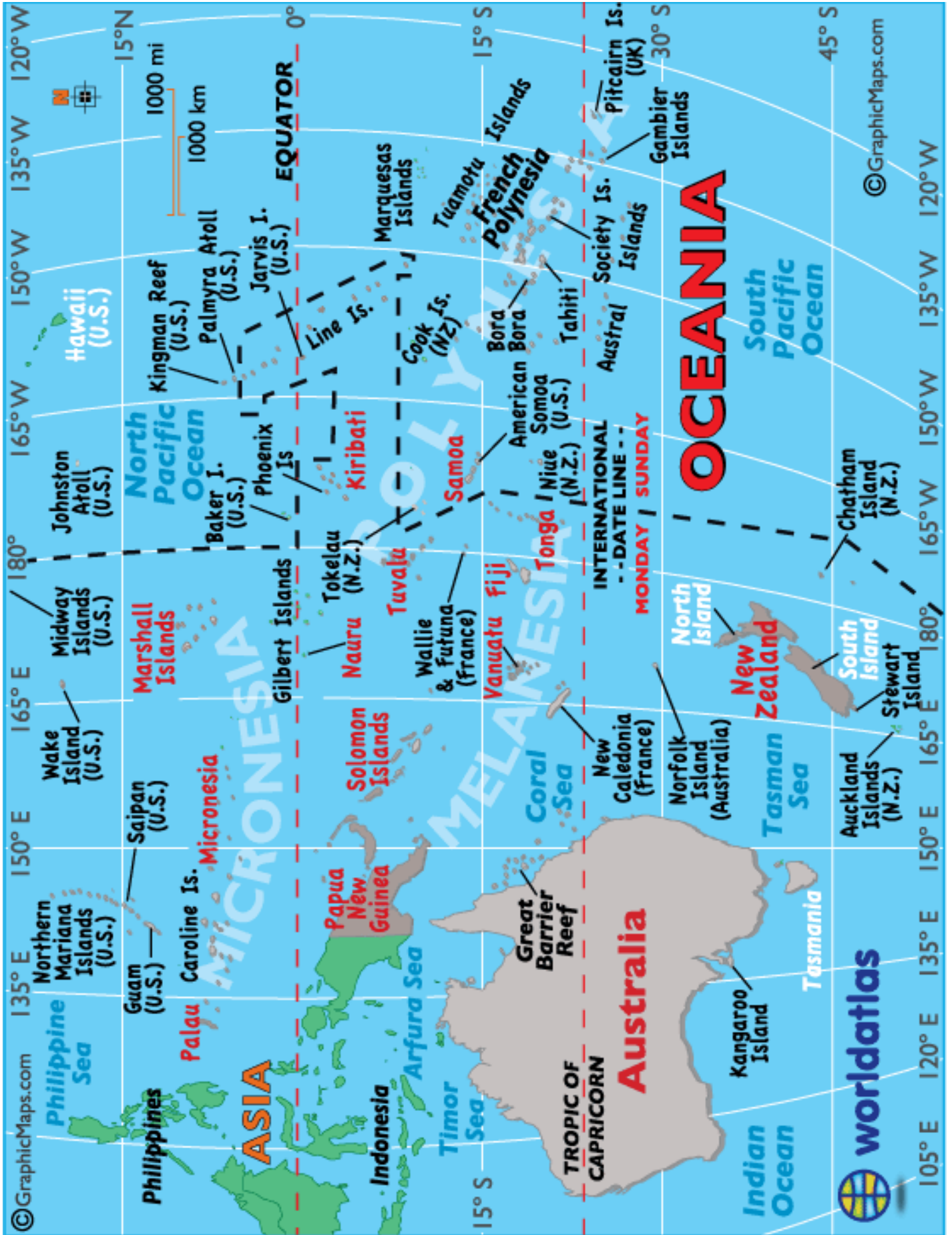
Judge It!



Choose 4 loaves of naan bread (or regular loaves of bread if naan bread isn't available). Have members create a list of features they think are important for the perfect loaf of naan bread. Then, using this list have members rank (judge) the naan bread and members give their reasons for their placing.

Alternatively, have members look up the scorecard for the bread they're judging in the 4-H Ontario Judging Project Toolkit or from the Ontario Association of Agricultural Societies' Judging Handbook, if judging regular loaves of bread.

Map of Oceania



At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #5 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a recipe for an Asian or Oceanic country or dependency that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.



DIGGING DEEPER For Senior Members

- **Chinese Food in China vs. Chinese Food in North America**

Some people say authentic Chinese food almost looks nothing like North American Chinese food. It varies tremendously by region: Sichuan cuisine is spicy, Shangdong cuisine is generally salty and crispy, and Cantonese cuisine is sweet, for example.

Pick your favourite Chinese food dish. If you don't have a favourite, or don't like Chinese food, find out what your parent, grandparents, friend, etc. would choose as their favourite Chinese dish.

Find out if this dish is served in China – is it called the same thing? Is it made with the same ingredients? Do you think it would taste similar to what is served in North America?

Be prepared to share your findings with the group at the next meeting.

ACTIVITY #1 - FIND YOUR PURPOSE-DRIVEN CAREER (CAREERS IN AGRICULTURE & FOOD)

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Computer/table/device and access to the Internet <p>Instructions:</p> <ol style="list-style-type: none">1. Visit the thinkAG website: https://thinkag.ca/en-ca/2. Follow through the steps listed on the home page for the careers quiz, exploring agriculture and food careers, learning about careers in Canada's food supply chain and viewing scholarship and post-secondary opportunities that are available.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To assist members in discovering their career interests and talents.• To allow members to think about a career they not have previously considered.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Did the results of the careers quiz surprise you?• Are you thinking of a career that you may not have previously considered?• Where are skills needed in Canada's food supply system?• Is there more information you would like to research about certain career paths?

ACTIVITY #2 - ASIA AND OCEANIA WORDSEARCH

Do	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Asia and Oceania Wordsearch (found on the next page and in the Record Book)• Paper and a writing utensil <p>Instructions:</p> <ol style="list-style-type: none">1. Have members find the words listed in the wordsearch.2. Discuss how to pronounce each name found in the wordsearch and if they are found in Asia or Oceania.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To allow members to discover and review the countries found in Asia and Oceania.
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• Had you heard of all of the countries listed in the wordsearch? If not, which ones have you not heard of before?• What types of food do you think are popular in each of these countries?• Are there any of the countries in the wordsearch that you would like to travel to in the future? Which one and why?

Asia and Oceania

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

Philippines

Afghanistan

Uzbekistan

New Zealand

Singapore

Australia

Pakistan

Cambodia

Kiribati

Armenia

Vietnam

Cyprus

Maldives

Kuwait

China

Tonga

Samoa

Japan

Yemen

Oman

Fiji

India

Syria

Iraq

Asia and Oceania



Philippines

Afghanistan

Uzbekistan

New Zealand

Singapore

Australia

Pakistan

Cambodia

Kiribati

Armenia

Vietnam

Cyprus

Maldives

Kuwait

China

Tonga

Samoa

Japan

Yemen

Oman

Fiji

India

Syria

Iraq



Foods of Africa

Meeting 6 - Foods of Africa

Setting Objectives:

- To discover traditional foods for countries found on the continent of Africa and how to prepare these foods.

Suggested Learning Outcomes:

- To learn which countries are found on the continent of Africa
- To gain an appreciation for the variety of cultures that are a part of this continent
- To try new foods and gain an appreciation for foods from other countries and cultures
- To continue emphasizing the importance of food and kitchen safety

Sample Roll Call Questions:

- What recipe did you make at home from Meeting #5? Is it something you will make again?
- Name a country found in the continent of Africa.
- If you could travel anywhere in Africa, where would you travel? Why?
- What recipe from this project has been your favourite one so far?
- Name one thing you have learned in this project that you didn't know before taking this project.

SAMPLE MEETING AGENDA

Time: 2 hours 55 minutes

Welcome, Call to order, Pledge		10 minutes
Roll Call		5 minutes
Parliamentary Procedure		30 minutes
Activities Related to Topic	<p>Topic Information</p> <ul style="list-style-type: none"> • Foods of Africa <ul style="list-style-type: none"> ○ Northern Africa ○ Eastern Africa ○ Central Africa ○ Western Africa ○ Southern Africa <p>Activity #1 - Pick an African Country</p> <p>Activity #2 - How Many Countries In the World Can You Name?</p> <p>Activity #3 - Make a recipe(s) from the Recipe Booklet from the list for Meeting #6</p>	<p>20 minutes</p> <p>20 minutes</p> <p>15 minutes</p> <p>60 minutes</p>
At Home Activity	<p>Make a recipe from Meeting #6 in the Recipe Booklet.</p> <p>Find a recipe that isn't in the Recipe Booklet that is a traditional African food/dish.</p>	<p>5 minutes</p>
Wrap up, Adjournment & Social Time		10 minutes

Foods of Africa

Africa is a vast continent with a great diversity of cultures, ethnic groups, and climates, all of which contribute to a rich array of traditional cuisines. The food of Africa is a combination of local fruit, grains, vegetables, milk and meat products, their own traditions and Arab, European and Asian influences.

Eating habits of the different African regions vary greatly. Milk, curd and whey make the bulk of the diet in some areas while in others milk cannot be produced due to diseases in cattle. Grains are staple food in the Eastern African diet, where they use cattle, sheep and goats as money and rarely, if ever, eat their meat. In Central Africa, people not only eat a lot of beef and meat, when available, but hunt for other meats at the forest as well.

Foods in North Africa

North African cuisine often incorporates lamb, chicken, fish, fruits, vegetables, and legumes, along with spices like cinnamon, cumin, and coriander. Popular dishes include couscous, tagines (slow-cooked stews), and shawarma.

Couscous is the main staple in North African diet. Apart from couscous, olives and olive oil, saffron, nutmeg, cinnamon, ginger and cloves, typical spices, baking and sweet pastries and some of the foods from the New World, like tomatoes, zucchini, potatoes and chili peppers, define North African cuisine.

Experience It!



Have someone in your area the specializes in African foods speak at your meeting. If time permits, prepare a recipe under the guidance of this person.

Foods in East Africa

East African food often includes grains like millet and sorghum, vegetables, dairy products, and meats. In Ethiopia, injera (a sourdough flatbread) and doro wat (a spicy chicken stew) are common. In coastal countries like Kenya and Tanzania, fish and seafood are more prevalent. Uganda enjoys a mixture of foods from each of these areas.

People in the inland savannah keep cattle, but cattle heads are regarded as a symbol of wealth, not as food. Meat products are usually absent from their diet. Sometimes the milk or blood from cattle might be drank, but meat is consumed only on the very odd occasion.

The rest of Eastern Africans rely on grains and vegetables. Ugali, a starchy corn based paste similar to polenta is served with soups and stews everywhere. Matoke, a dish of steamed, green bananas, provide the filling base in many of the Ugandan meals.



Swahili cuisine shows Arab influences, particularly at the coast, with their use of saffron, cloves and cinnamon, or their preference for spiced steamed rice and pomegranate juice.

Foods in Central Africa

Central African cuisine often features root vegetables like cassava and plantains, along with peanuts, bushmeat, and fish. Ndolé, a Cameroonian stew made with nuts, ndoléh (bitter leaves), and often meat or fish, is one popular dish.

Plantain and cassava are the main ingredients in the diet. A starchy paste made from fermented cassava roots accompanies sauces and grilled meats. Meat is hunted in the forest adding an exotic touch when crocodile, monkey, antelope and warthog is occasionally served instead of beef or chicken.

Meals sometimes consist of peanut casserole with chicken, okra, chili and other spices, with stewed spinach and cassava greens on the side. Bambara pudding, a sort of porridge made from rice, peanut butter and sugar, is often served for dessert.

Foods in West Africa

West African cuisine frequently uses fish, meat, especially goat, as well as beans, rice, yams, okra, and a variety of leafy green vegetables. Jollof rice, a dish made with rice, tomatoes, onions, and often meat or fish, is popular across the region. Fufu, a starchy side often made from cassava, yams, or plantains, is another staple.

West African meals tend to have a lot of starchy foods, are very light on the meat side, and are well dipped in fat. Fufu a semi-solid paste, similar to mashed potatoes or Italian polenta, but made from root vegetables like yams or cassava, will accompany soups and stews.

West Africans love hot spices, including chili peppers, cooking along peanuts and other ingredients. Guinea pepper, West African's own native hot seasoning is also sometimes used.

Seafood is eaten often and it can be mixed liberally with meat, usually chicken. Goat meat is the dominant red meat, as beef and mutton are tough and not very appetizing in the West African area.

Water has a special significance, particularly in very dry areas, and it will be the first offered to a guest. Palm wine is other beverage enjoyed in West African nations. Made from the fermented sap from various palm trees, it can be sweet or sour, depending on how long was left to ferment.

Foods in Southern Africa

In this region, corn (maize) is featured prominently, often ground into a meal and cooked to a polenta-like consistency known as sadza in Zimbabwe or pap in South Africa. Meat, including beef, chicken, and in some places, game meat, is also popular. Bobotie, a dish of spiced minced meat baked with an egg-based topping, is a traditional dish in South Africa.

Southern African cuisine is a cultural mixture with many influences mingled in their food. Local ingredients, including game meats like antelope and ostrich, along with European contributions of food from Portuguese, Dutch or British settlers and Malay or Indian spiciness all contribute to the cuisine found in this region.

Seafood is often enjoyed, as are vegetables and fruits (grapes, mangoes, papayas, bananas). Fresh fruit is very often the dessert of choice. Puddings are served on occasion.

Excerpts from: World Food & Wine <https://www.worldfoodwine.com/>

Judge It!



Choose 4 different types of measuring spoons. Have members create a list of features they think are important to have for measuring spoons used for baking/cooking. Then, using this list have members rank (judge) the measuring spoons and give their reasons for their placing.

Countries in Africa

As of 2024, there are 54 countries in Africa plus dependencies, according to the United Nations.

Northern Africa

- Algeria
- Egypt
- Libya
- Morocco
- Sudan
- Tunisia

Central (Middle) Africa

- Angola
- Cameroon
- Central African Republic
- Chad
- Congo
- DR Congo
- Equatorial Guinea
- Gabon
- Sao Tome & Principe

Western Africa

- Benin
- Burkina Faso
- Cabo Verde
- Cote d'Ivoire
- Gambia
- Ghana
- Guinea
- Guinea-Bissau
- Liberia
- Mali
- Mauritania
- Niger
- Nigeria
- Senegal
- Sierra Leone
- Togo

South Africa

- Botswana
- Eswatini
- Lesotho
- Namibia
- South Africa

Eastern Africa

- Burundi
- Comoros
- Djibouti
- Eritrea
- Ethiopia
- Kenya
- Madagascar
- Malawi
- Mauritius
- Mozambique
- Rwanda
- Seychelles
- Somalia
- South Sudan
- Tanzania
- Uganda
- Zambia
- Zimbabwe

Do It!



Tour a restaurant/retail store in your area that makes/sells food that is specific to one of the countries listed in this meeting. Remember, with any tour that you might take during this project that you are a guest. Be polite, respectful and grateful to the host(s) that have opened up their restaurant/facility for your 4-H club to tour.

Talk About It!



How has the global nature of our world changed access to certain ingredients?



Dependencies

- Mayotte (France)
- Reunion (France)
- Saint Helena (United Kingdom)
- Western Sahara (disputed)

Map of Africa



At Home Activity

Recipe at Home!

Choose one of the recipes from Meeting #6 in the Recipe Booklet that wasn't made at the meeting. Fill out the Recipes Made At Home chart in the Recipe Booklet to record which recipe you made, if you had any challenges making it, how it tasted and if you will make it again. Gather comments from a family member or friend who also taste-tested the recipe you made.

Find a Recipe!

Find a recipe for an African country or dependency that doesn't have a recipe in the Recipe Booklet. Choose a recipe for something that you would like to make. Include your new recipe in your Record Book using one of the Additional Recipes! pages.



DIGGING DEEPER For Senior Members

- **Weather Monitoring in Africa**

Choose one of the African countries listed in this meeting. Find out what the capital city is for the country you've chosen.

Over the course of a month, track the weather for the city you chose. Record information such as:

- Total amount of rainfall
- High temperature of the day
- Low temperature of the night

Figure out what the average day time and nighttime temperatures are.

Research the main types of food grown and the types of livestock raised in the area. How does the weather affect crops and livestock? How does affect which crops and livestock are grown and raised? Does the area use GMO crops to try and mitigate the effects of the weather?

Record your findings in your Record Book.

ACTIVITY #1 - PICK AN AFRICAN COUNTRY

Do	<p>Time: 20 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none">• Computer/tablet/device and access to the Internet• Paper, writing utensil <p>Instructions:</p> <ol style="list-style-type: none">1. Have members pick a country that they have never heard of from the continent of Africa. Each member should be researching a different country (if the group is large, have members work in pairs)2. Give members 10 minutes to research three facts about this country and three foods that are regularly eaten in this country3. Each member is to give a short (approximately one minute) presentation on the country they researched.
Reflect	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To allow members to discover facts about countries they have never heard of• To broaden member's understanding of the continent of Africa
Apply	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none">• What fact surprised you the most about the country you researched?• What fact surprised you the most about a country that someone else presented facts about?• Were there any foods from the countries presented that you have never heard of?• Of all of the foods you heard about, which food is the first one you would like to try?

ACTIVITY #2 - HOW MANY COUNTRIES IN THE WORLD CAN YOU NAME?

<h1>Do</h1>	<p>Time: 15 minutes</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> No materials required <p>Instructions:</p> <ol style="list-style-type: none"> Have members stand or sit in a circle. Designate someone to start first. They start by saying the name of any country found in the world. The person to their right is the next person to play. They have to name a country starting with the last letter of the country person #1 said. The game continues by going around the circle with each person naming a country starting with the last letter of the country the person before them said. If someone can't think of a country, the rest of the group can help them out. The game ends when no one can think of a country to keep the chain going. <p>Example: United Kingdom – Mauritius – Senegal – Lesotho – Oman – Netherlands, etc.</p>
<h1>Reflect</h1>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To challenge members to remember the various countries they have learned about throughout this 4-H project. To have members appreciate the number of countries found in the world.
<h1>Apply</h1>	<p>Discuss The Following Prompts As A Group</p> <ul style="list-style-type: none"> Was it easy or hard to think of names of countries? Were there countries you heard of/learned about in this project that you had never of before? Which countries? Which of these countries might you want to travel to in the future? When you go there, what food do you want to try?