



CANADA
4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



A WORLD OF FOOD IN CANADA
PARTICIPANTS JOURNAL

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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CANADA
4-H Ontario

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*

Learn To Do By Doing

Apprendre en travaillant

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

Welcome to Your A World of Food in Canada Participant Journal!

A **PARTICIPANT JOURNAL** is like a record book. It is used to document and reflect on your experience with this 4-H project. The knowledge and skills you learn in 4-H projects are for life! This journal will be a reminder and a reference for the future. The journal will bring back memories of what you did, your 4-H friends and leaders.

Record Keeping – Why?

Record Books are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Record Book also....

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder! It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

How do I organize my materials?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will make it easier to find what you need later on. This will also allow you to add extra pages later.

How do I keep good records?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Record Book is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.



Bring this PARTICIPANT JOURNAL to every meeting!

PARTICIPANTS RECORD BOOK FOR 20__

Name: _____

Address: _____

Name of Parent(s) or Guardian(s) _____

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

Club Name: _____ 4-H Association: _____

Club Participants:

Name	Email	Telephone

CLUB EXECUTIVE

President: _____

Vice-President: _____

Secretary: _____

Treasurer: _____

Press Reporter: _____

Leader Name and Contact Information: _____

Leader Name and Contact Information: _____

	Date and Time	Place	Notes – things to bring, remember, etc.
Meeting #1			
Meeting #2			
Meeting #3			
Meeting #4			
Meeting #5			
Meeting #6			
Achievement Program			

MEMBER EXPECTATIONS AND GOALS

Why did you join the A World Of Food In Canada club?

What is one goal that you want to achieve in this project?

Do you have any ideas for fun things to do during the project?

Do you have any ideas for an Achievement Program for the A World Of Food In Canada Project? (Keep in mind that an Achievement Program should include the community in some way).

Member Responsibilities

- Be a current paid member of 4-H Ontario
- Attend at least 2/3 of the meeting time allotted for this project
- Complete the Record Book for this project. Please bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any pages.
- Complete any other projects as required by the club leaders.
- Remember the more you put into your 4-H club, the more you will get out of it!

ROLL CALLS - IN MY OPINION.....

	Roll Call	My Answer
1		
2		
3		
4		
5		
6		
7		

PROJECT SUMMARY: A WORLD OF FOOD IN CANADA PROJECT

A. Member Comments:

1. What did you gain from taking this project?

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

i. Most:

ii. Least:

3. Comment and give suggestions for improvements on the overall project (e.g. Activities, tours, achievement program plans, member presentations, special activities, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____

SAMPLE JUDGING CARD

Judging Card

Criteria:

1. Is the item made properly?
2. Does the item serve the purpose of the class it is in?
3. Is it the proper size for its purpose?
4. Does it smell and look like it should?

5. _____

6. _____

7. _____

*Note: additional requirements can be added to the list specific to the item being judged.

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ over _____ because...

I place _____ over _____ because...

I place _____ over _____ because...

I place _____ 4th because...

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

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)• 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:

KITCHEN TOOLS AND EQUIPMENT MEMORY GAME

<h1>Do</h1>	<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 <p>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> <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.
<h1>Reflect</h1>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To learn what tools and equipment are found in a kitchen and what they are used for.
<h1>Apply</h1>	<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.

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)• 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> <ul style="list-style-type: none">• 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.
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	

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	

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.

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?

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?

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> <ul style="list-style-type: none">• To have members discover which countries are found in South America.
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?

Images: <https://montessoridigital.org/cc224>

SOUTH AMERICAN FLAGS MEMORY GAME

	
	
	
	
	
	

SOUTH AMERICAN FLAGS MEMORY GAME

	
	
	
	
	
	

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?

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)?

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?

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

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?

HOW MANY COUNTRIES IN THE WORLD CAN YOU NAME?

Do	<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">1. Have members stand or sit in a circle.2. Designate someone to start first. They start by saying the name of any country found in the world.3. 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.4. 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.5. If someone can't think of a country, the rest of the group can help them out.6. 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>
Reflect	<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.
Apply	<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?

EXTRA ACTIVITIES

A World of Food in Canada Memory Game

Memory games can be a lot of fun! Begin the game with the phrase, "One item I use in the kitchen is....." and finish the phrase by adding one item. As each person takes a turn they add a new item and then they must repeat, in order, the items other people have added. The items can be real or silly items. When a person makes a mistake, they are out of the game. It will be fun to hear the silly additions and even more fun to find out how many items members will see before the game ends.

Other phrases could include:

"One thing plants need to grow well is....."

"One healthy food that is grown on Canadian farms is....."

Ball Toss

This is a review exercise. Have everyone stand up and form a circle so that everyone is facing inwards looking at each other. Toss a foam ball or bean bag to a person and have them tell what they thought was the most interesting fact or idea that was discussed at the meeting relating to the meeting topic. They then toss the ball to someone else and that person explains what they thought was the most interesting fact learned. Continue the exercise until everyone has caught the ball at least once and explained an interesting fact or idea learned at the meeting.

Recipes Made At Home



Date	Recipe	My Comments	Comments from friends or family

ADDITIONAL RECIPES!

Name of Recipe: _____

Country of Origin: _____

Ingredients:

Instructions: