Colorful Jams & Jellies – Ag Day

Supplies:

- Jars of jam samples: gold, purple, red, green
- Laminated ingredient pictures
- Paper plates to hold one of the four jam samples (enough to have two people distribute samples on clean plates for each group of students)
- Trays, plastic gloves, food tents, jar opener, mini spoons, mini crackers
- Table setup: plastic table cloths, trash can/bag, duct tape, clear tape, easel with paper, colored markers
- Ice chest, washing station (water tub, collection bucket, hand soap, paper towels)
- Cleaning supplies, towels, sample fruit & veggies
- Business cards or MFP cards, MFP apron

Outline:

- Ask: What's the difference between a jam and a jelly? What is in them? Jelly is made from JUST JUICE, Jam has squished up fruit.
- Show poster of jam/jelly ingredients – ask kids what ingredients are in a jam or jelly. Step through each ingredient.
    - Fruit/veggie – that's what gives it its name and flavor
    - Sugar – tastes good, preservation activity to act out
        1. Pick a kid in a blue shirt, another in a white shirt, and one wearing a hat. Blue shirt kid is water, white shirt kid is sugar, and the kid in the hat is the bad guy, a foodborne pathogen, aka a bad bacteria.
        2. All foods contain water. (Think about the juice that dribbles down your chin when you bite into a fresh peach.) Foodborne pathogens need water to survive and grow. (Link the arms of the water kid and bad bacteria kid.) If we let the pathogen and water bind, what happens in our jar of jelly? (What happens to food in the fridge that's been there too long? Mold! Do we want mold on our jelly? No!)
        3. To prevent mold, we need to break the bond between the pathogen and water. (Separate the water and bad bacteria kid.) That's where sugar comes in. (Link the arms of the water kid and the sugar kid.) The sugar molecules bond with the water molecules to make the water unavailable to pathogens; mold can't grow. (Shoo away the bad bacteria kid.) Sugar is the hero, fighting off the evil, bad bacteria! (Raise sugar's arms in victory.)
        4. This preservative property of sugar is related to the amount of sugar in the final jam. In a full-sugar jam, pathogens don't have a chance to grown in a sealed jar and rarely grow in an open jar. But in a low-sugar or no-sugar jam, the sugar isn't available to fully preserve the food. Low- and no-sugar fruit spreads will lose quality (color and texture) quicker than a full sugar product and will mold faster once opened, even when refrigerated, because pathogens have access to water molecules.
    - Pectin – makes it stiff so it doesn't ooze off the spoon
    - Acid/lemon juice – helps fight off any bad bacteria
- Today tasting 4 colors of jams & jellies. Write on easel paper: Purple, Pink, Red, Gold.
- Explain process – will give samples of these colored jams & jellies, one sample at a time. We're going to eat each color together at the same time; don't eat until I say to do so. We'll try to figure out later what flavor it is.

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- Distribute one color of jam; Eat – turning the cracker upside down so the jam/jelly goes on their tongue. Get descriptions – adjectives. Remind them not to guess what it is, just describe it. Have the kids list fruits/vegetables of each color; write on board. Have kids guess what they ate. Circle right answer when they can't think of more.
- Repeat for each color jam/jelly.
- Congratulate them on trying so many new foods! Give teacher MFP bookmark/card.