

# 4-H

## Food Conservation Proficiency Program

### A Member's Guide

#### OVERVIEW

The 4-H Food Conservation Proficiency program helps you learn what you need to know about your 4-H project. Your project leader will assist you in setting and achieving your goals. Through your project, you will acquire food conservation skills and learn about food safety, home preservation and food nutrition.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Shasta County 4 - H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.
- County Public Health Department nutritionists and hospital dietitians are a good source of information.
- Food specialty stores frequently offer classes and other educational activities.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about food conservation and why it is important.
- ◆ Level II – “Producer”, you will learn about home preservation and food safety.
- ◆ Level III – “Consumer”, you become experienced in many areas of food conservation and learn more about the food industry.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of food conservation, and prepare a paper or portfolio.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

# FOOD CONSERVATION

## Level I - Explorer

Date  
Completed

- \_\_\_\_\_ 1. Explain what food conservation is and why food conservation is important.
- \_\_\_\_\_ 2. Why is it helpful to know serving sizes and how to measure them?
- \_\_\_\_\_ 3. What is the usual serving amount for the following food items?  
Hamburger                  Spaghetti                  Steak                  Beverages
- \_\_\_\_\_ 4. Discuss what elements you need to protect food from.
- \_\_\_\_\_ 5. When holding food for serving, at what temperature do you keep foods hot? Cold?
- \_\_\_\_\_ 6. How do you keep food safe from insects when serving? When storing?
- \_\_\_\_\_ 7. Explain how to package leftovers safely for putting them in the refrigerator or freezer?
- \_\_\_\_\_ 8. How many times can leftovers be warmed up safely? How do you re-warm leftovers?
- \_\_\_\_\_ 9. What is the proper method for defrosting food from the freezer?
- \_\_\_\_\_ 10. When purchasing food, what is important to look for on the label?
- \_\_\_\_\_ 11. Explain how to “price shop” using ads and in-store pricing tags.
- \_\_\_\_\_ 12. How can one be economical when buying food? Explain bulk buying and when it is useful and when its not.
- \_\_\_\_\_ 13. Discuss how proper food storage can conserve food.
- \_\_\_\_\_ 14. Explain rotation of food on shelves and in the freezer. Why is it important to have food stuffs rotated?
- \_\_\_\_\_ 15. What is the average shelf life of the following: Canned foods, Frozen foods, Dry Foods.
- \_\_\_\_\_ 16. Why is it important to check dates on food packages before purchasing them? Explain how to read a date on a food package.
- \_\_\_\_\_ 17. How can you tell if a can of food is spoiled? What can cause a can of food to spoil?
- \_\_\_\_\_ 18. Demonstrate how to plan, shop and serve food without necessary waste - for a family, for a large group.
- \_\_\_\_\_ 19. Discuss how you can introduce new foods to your family and avoid waste.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FOOD CONSERVATION Level II - Producer

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. \_\_\_\_\_ How much and what kind of food should each household have on hand for an emergency? How do you keep this "saved food" safe?  
What is the average shelf life of commercially canned food? What is the shelf life of home canned food? What information should one put on a label for home canned food?
2. \_\_\_\_\_
3. \_\_\_\_\_ Why is home preservation of food important to food conservation?
4. \_\_\_\_\_ Name 6 ways of preserving food safely.
5. \_\_\_\_\_ At what temperature is food safely frozen? Explain how to prepare food for long term freezer storage. What is the average life of frozen food?
6. \_\_\_\_\_ What foods are used for drying? Discuss how to prepare food for drying.
7. \_\_\_\_\_ What is the difference in commercial dry yards and home drying? Explain two ways to dry food at home. How do you judge when food is finished drying?
8. \_\_\_\_\_ What are the 3 methods of home canning foods?
9. \_\_\_\_\_ Explain how to hot pack, cold pack and pressure can foods. Tell what foods are appropriate for each method, and what foods cannot be canned in each method.
10. \_\_\_\_\_ What is a test for home canned products to tell if they are properly sealed? Why is a good seal important?
11. \_\_\_\_\_ Make a home canned product and enter it a local fair or other 4-H event.
12. \_\_\_\_\_ Alone or with your project group, demonstrate food conservation and safety at a community or 4-H event.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FOOD CONSERVATION Level III - Consumer

Date \_\_\_\_\_  
Completed \_\_\_\_\_

1. Invite a guest speaker to one of your meetings and introduce them to the group. Be prepared to tell about this person's job, and how it relates to food conservation.  
\_\_\_\_\_
2. Explain or describe three diseases or health conditions related to food and their prevention and treatment.  
\_\_\_\_\_
3. Spend some time around your home and develop a plan for food conservation that would help your family save on expenses and food. Discuss your finding and plan with your project group.  
\_\_\_\_\_
4. Alone or with your group, select a nutrition topic you would like to know more about, research this topic, and share this information with others in two of the following ways:  
\_\_\_\_\_
  - Bulletin board display
  - Written pamphlet
  - News article
  - Club/group discussion
  - Judging kit
  - Poster
  - Radio spot
5. Compare costs, nutrition and waste on the following lunch: brown bag, school lunch, fast food. Report your findings to your project.  
\_\_\_\_\_
6. Plan a meal for your family. List the ingredients you will need, preparation schedule and nutritional value of the meal. Shop, comparing prices of brands and stores, prepare the meal and take care of the leftovers. Discuss what you learned within your project.  
\_\_\_\_\_
7. Set up a display or demonstration of your project as a presentation day or fair display.  
\_\_\_\_\_
8. Visit a commercial food plant. Discuss what you learned and saw with your group.  
\_\_\_\_\_

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOD CONSERVATION**  
**Level IV - Leader**

Date  
Completed

- \_\_\_\_\_ 1. Serve as Junior or Teen leader in this project for one year.
- \_\_\_\_\_ 2. Assist younger members in preparing recipes.
- \_\_\_\_\_ 3. Prepare teaching materials for use at project meetings.
- \_\_\_\_\_ 4. Develop and put on a judging event or train a junior team for such an event.
- \_\_\_\_\_ 5. Speak on a project-based subject before an organization other than your 4-H group.
- \_\_\_\_\_ 6. Assist younger members about learning a specific technique in the project.
- \_\_\_\_\_ 7. Develop your own special project related activity. Chart your progress, plan the activities, analyze successes and problems, and report on your findings.
- \_\_\_\_\_ 8. Assist at a food show or nutrition workshop.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOD CONSERVATION**  
**Level V - Researcher**

Date  
Completed

- \_\_\_\_\_ 1. Carry through and report on the results of a demonstration comparing measurable differences in management procedure. (Experiment)
- \_\_\_\_\_ 2. Prepare a paper of 300 words or more on one of the following topics:
- Purchasing food economically
  - Food handling safety
  - Markets and methods of marketing
  - Food storage
  - By-product preparation for market, how marketed and used
  - Keeping and using records as a basis for improving what and how you eat
  - Other
- \_\_\_\_\_ 3. Prepare a speech or illustrated talk to orally summarize your findings and present at a club, project meeting or other educational event.

Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Certificate of Achievement

*This certifies that*

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*has completed the Food Conservation Proficiency  
in Shasta County.*

*Explorer*

*Producer*

*Consumer*

*Leader*

*Researcher*

\_\_\_\_\_  
*Date*

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