

COOKING AND CULTURE

DESIGNED FOR GRADE LEVELS - 6 TO 8

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Project coordinated by
Saint Paul Public Schools Community Education
in collaboration with St. Paul Sprockets Network

Funding for this project has been provided by:



COURSE NAME:

COURSE DESCRIPTION:

Participants will learn about a variety of foods from around the world through activities that develop math, geography, teamwork building, and critical thinking skills. Participants will cook, eat, play, and learn as they move through a series of games, group activities, and cooking exercises that engage the mind and stimulate the tastebuds!

NOTE: Participants will be cooking with dairy, nuts, and items containing gluten. Any food allergies/dietary restrictions should be assessed.

ADDITIONAL PROGRAM RESOURCES:

NOTE: Maps are included in the addendum of this curriculum for various activities. Always double check to make sure the maps you are using are up-to-date.

MN STATE STANDARDS ADDRESSED:

Math: 6.1.2.1, 6.1.2.3, 6.1.2.4, 6.2.1.1, 6.3.3.1, 6.3.3.2, 7.1.2.1, 7.1.2.4, 7.1.2.5

Social Studies: 6.1.1.1.2, 6.3.4.10.1, 6.4.1.2.1, 8.1.1.1.1, 8.3.1.1.1, 8.3.1.1.2, 8.3.1.2.1, 8.3.2.3.1, 8.3.3.5.1, 8.3.3.6.1, 8.3.3.5.2, 8.3.3.5.3, 8.3.3.5.4, 8.3.3.5.5, 8.3.3.6.5, 8.3.3.5.6, 8.3.3.5.7, 8.4.1.2.1, 8.4.3.14.8

PROGRAM QUALITY – YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

St. Paul Public Schools Community Education identifies quality programming as: safe, supportive, interactive and engaging. Simple, specific examples of program-design related goals are below.

Safe Environment (Physical and Psychological)

- Be on time
- Choose healthy foods
- Choose appropriate activities for your space
- Choose age-appropriate & inclusive resources (music, images, etc.)
- Maintain school-day norms (no running, respectful of space)
- Manage classroom behavior for the safety of all
- Follow safety procedures and be prepared for emergencies

Supportive Environment

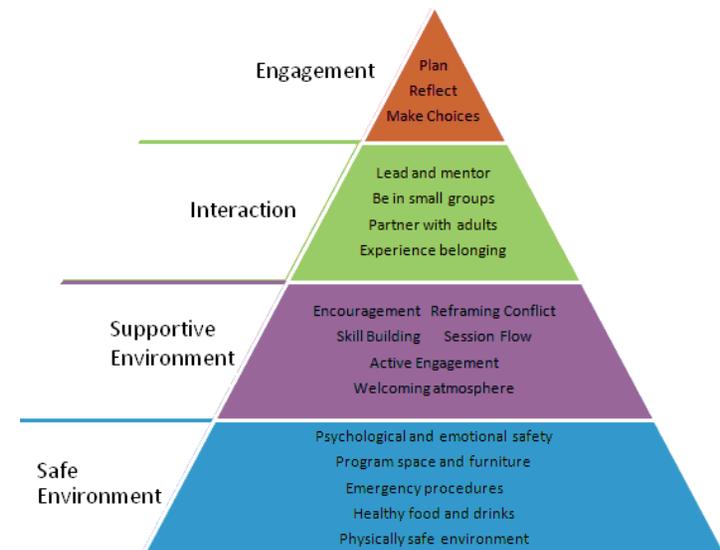
- Be inclusive of different learning styles, cultures, abilities and family structures. Utilize diverse images, games, music, etc.
- Choose encouraging words and develop an encouraging learning environment
- Maintain a professional appearance and wear staff identification
- Use group work, partnering, and aid in building relationships

Interaction

- Youth partner with each other and adults
- Regardless of age - have high expectations for all participants
- Encourage youth choice and self-directed learning opportunities
- Develop a learning environment where youth experience belonging
- Be prepared so you have time for youth choice and adult/youth interaction

Engagement

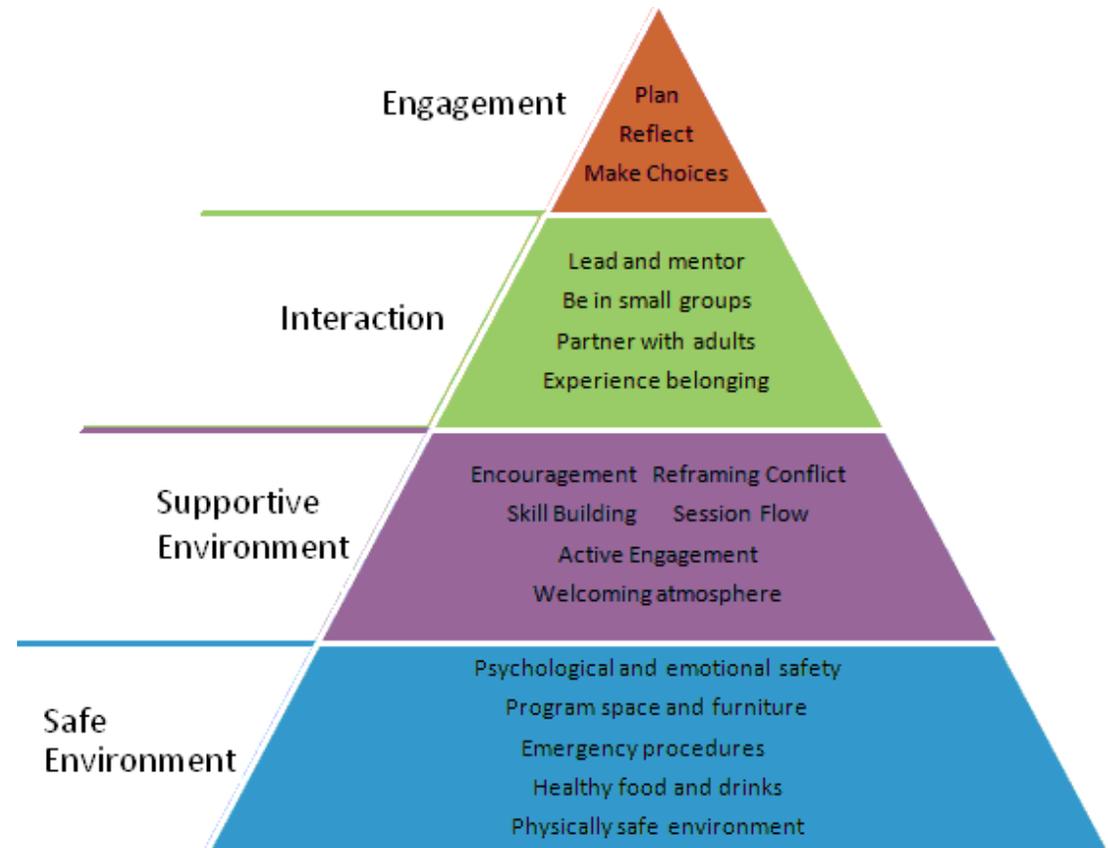
- Activities are hands-on and encourage multiple types of learning
- Include and facilitate youth choice
- Activities are challenging
- Reflection – all classes end with a reflection question and discussion time



PROGRAM QUALITY – INTENTIONAL INCLUSIVITY

Instructors are expected to **intentionally create inclusive environments**. Examples include:

- Use images/books/music, etc that is diverse across age, gender, ability, race, culture, nationality, sexual orientation, etc.
Example: if you are leading a session on the Winter Olympics include athletes/sports from the Paralympics and Special Olympics, athletes from multiple countries, etc.
- Religious holidays are not neutral and should only be used as a relevant instructional tool.
Example: Learning about Dia de los Muertos as a cultural celebration in Spanish class is a relevant instructional tool. Making Christmas ornaments in an art class or doing an Easter egg hunt in dance class are not relevant instruction.
- Use inclusive language when talking about families.
Example: Say “bring this home and show it to someone you love” or “share this with your family” rather than saying, “bring this home to your mom and dad.” Do not make assumptions about family structure.
- Create learning opportunities that draw on multiple learning styles.
- Create flexible plans to find time to draw on the unique passions and abilities of your group of youth.



CURRICULUM QUALITY – WHAT IS GANAG?

GANAG refers to a teaching schema where “a instructor using the ‘Teaching Schema for Master Learners’ designs lesson deliberately so as to prepare participants for learning, help them connect new information prior to learning, and cement those ideas or skills. When the schema is used regularly for planning, it becomes automatic to think about teaching to the master learner” (Pollock 64). Concepts and ideas presented in the following table are extracted from Jane Pollock’s text, *Improving Participant Learning One Instructor at a Time*.

<p style="text-align: center;">G Set the Goal/Benchmark/Objective</p>	<p>Instructor (and/or youth) identifies goals/benchmarks for a lesson along with specific daily content objectives. At the end of the day’s session, the instructor and participants can evaluate if they have accomplished their goals and whether to move on or perhaps re-visit concepts if needed.</p>
<p style="text-align: center;">A Access Prior Knowledge</p>	<p>The goal is to provide stimulus that relates in some way to the session content. The instructor plans an activity, question or demonstration to spur connections to previous learning, life experience or knowledge of subject matter.</p>
<p style="text-align: center;">N Acquire New Information</p>	<p>Present new information to youth through a variety of activities – ideally connecting to their senses (i.e. hearing a presentation or a lecture, seeing a video, hands-on cooking, etc.). Additionally, sessions include a combination of declarative and procedural content. Declarative = facts & information. Procedural = skills & processes.</p>
<p style="text-align: center;">A Apply Knowledge</p>	<p>Knowledge gains meaning if you can apply it again in a reliable and accurate way. Youth need hands-on opportunities to explore, test, challenge, and apply content.</p>
<p style="text-align: center;">G Generalize or Summarize</p>	<p>A reflective exit activity that demonstrates youth understanding is essential in providing teaching for mastery learning. Reflection allows youth the time to synthesize their experience/learning within the context of the group. Additionally, this element provides instructors with insight on participant learning and guidance on pacing future sessions.</p>

SESSION LAYOUT – SCOPE AND SEQUENCE

This curriculum will cover 6 continents/regions with three sessions devoted to each continent/region.

Theme 1	Session 1: Introduction World Fruits & Regions	Session 2: Cooking Terminology	Session 3: North America /Caribbean	Session 4: North America /Caribbean
Theme 2	Session 5: Central and South America	Session 6: Central and South America	Session 7: South America	Session 8: Europe (Western)
Theme 3	Session 9: Europe (Eastern)	Session 10: Europe (Mediterranean)	Session 11: Africa (Northern)	Session 12: African (Western)
Theme 4	Session 13: Africa (Eastern)	Session 14: Africa (Southern)	Session 15: Asia (South)	Session 16: Asia (Southeast)
Theme 5 Perform, Teach, Share	Session 17: Asia (Pacific Island)	Session 18: Asia (East)	Supplementary Session 1: Choose a Region to Cook From	Supplementary Session 2: Iron Chef Challenge

FACILITATOR NOTES AND TIPS

- Facilitators are encouraged to make as many connections between food and culture as possible (e.g., where particular foods originated and migrated to, why a particular food is important to a particular culture, traditional foods, foods used in cultural celebrations) and not to over-simplify/over-generalize either the connection or the culture.
- Facilitators are encouraged to practice the correct pronunciation of the foods/culture/country/region with the participants.
- Facilitators should be aware of food allergies and dietary restrictions (e.g., nuts, dairy, pork, gluten). Some of the recipes can be adapted, while others cannot. If a participant cannot eat a certain food, the facilitator can either help the participant's team adapt the recipe, find a similar recipe to cook from, or the participant may want to help cook but not eat the dish. **Allergies and dietary restrictions should be assessed by the first class so these kinds of arrangements can be made.**
- Access to a large world map or globe for the participant reference is useful. Printable maps for activities are in the supplemental section.
- Because of time limitations, some prep is needed beforehand for some dishes. Notes are attached to the daily agenda when this is necessary.

GLOSSARY OF ICE BREAKERS/WARM UPS

1. WHAT AM I?

Purpose: The object of this icebreaker is to guess what you are.

Process: A post-it note is taped to each participant's back so that he/she cannot see what it says. On each post-it note is written a name of a food (e.g., apple, turkey, cheese). Participants have to ask one another yes or no questions in order to guess what their post-it note says (e.g., "Am I a kind of meat? Am I a fruit?"). When the participant figures out what they are, they move the post-it off their back and help others.

Materials: Nametags with food items written on them

2. I'M GOING ON A TRIP

Purpose: The object of this icebreaker is to determine what to bring on a trip so that you can be invited.

Process: One person in the group is the designated "trip organizer" and gets to decide who joins him/her based on the criteria he/she decides upon. For instance, the trip organizer may decide to invite those who bring a piece of fruit with them. The game begins with the trip organizer saying: "I am going on a trip and I'm going to bring a pear." The next person has to figure out what he/she has to bring so that she is invited on the trip. He/she says: "I am going to bring a _____. May I go on the trip with you?" If the person's item fits within the criteria (in this case, a piece of fruit) the trip organizer has to allow him/her on the trip by saying: "Yes, you may go on the trip with me." If the person's item does not fit within the criteria, the trip organizer has to say he/she cannot come on the trip. This process is repeated until everyone figures out what is the criteria for being invited. The criteria can be anything – specific types of food, things that are round, things that are red, children's toys, etc.

Materials: N/A

3. THE KITCHEN IS OPEN

Purpose: The object of this icebreaker is to avoid losing your chair.

Process: Participants sit in a circle with enough space in the middle and in between so that people can maneuver. One person stands in the middle of the circle and his or her goal is to secure a seat. In order to do that, he/she chooses a specific criteria (article of clothing, hairstyle, favorite food, etc.) and announces that everyone that fits within that category has to get up and find a different seat within the circle ("The kitchen is open to everyone who is wearing the color red!"). Participants can move to any open seat as long as it is not directly to the right or left of their own seat. The person in the middle also has to find an open seat but can go anywhere within the circle. The person who is left without a seat is in the middle and the process begins again.

Materials: Chairs

4. THE HUMAN TACO

Purpose: This is an icebreaker game for 5 or more people. If there are more than 5, then divide into teams of 5. For example, if there are 15 people, then there will be 3 teams of 5 people each. The goal is to organize into groups according to the order a taco is made as fast as you can without talking.

Process: On each nametag, write the name of a taco ingredient (shell, meat, cheese, etc). Place one nametag on the back of each participant. Do not allow them to see which ingredient they have.

Without talking, they have to organize themselves into a line according to how a taco is made. For example, the line would advance as follows: shell, meat, cheese, lettuce, tomatoes. You can add as many different ingredients as you want according to how many people are playing. Just so there's the same number of people on each team. Whichever team finds and organizes themselves first wins!

Materials: Nametags, markers

5. WHO'S THE LEADER?

Purpose: The object of this icebreaker is to determine who the leader is.

Process: Participants sit in a circle. One person (the guesser) steps outside the room (out of earshot and eyesight) while the rest of the group decides who the leader will be. The leader will be the one initiating all movements (hand clapping, tapping foot, tapping head, flapping arms, etc.), which the rest of the group has to copy. The leader has to change the movement every 20 seconds or so. The person who stepped outside the room has to guess who the leader is. The challenge is not to make it obvious. So rather than staring at the leader and waiting for the next change in movement, members of the circle should be sneaky and look around the room, at one another, etc. The guesser gets 3 tries to guess the leader.

Materials: Chairs

SESSION 1	GOAL: TO INTRODUCE THE PROGRAM TO YOUTH, SET THE STAGE FOR POSITIVE YOUTH DEVELOPMENT THROUGH COLLABORATIVE GOAL/GUIDELINE SETTING, AND GET TO KNOW ONE ANOTHER	MATERIALS NEEDED
<p style="text-align: center;">INTRO 10 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE: Facilitator will introduce him/herself and briefly describe the course and give an overview so that youth are introduced to the program. Youth will introduce themselves by saying name and favorite food.</p>	
<p style="text-align: center;">COMMUNITY EXPECTATIONS & WORLD MAP 25 MINUTES</p>	<p>NEW INFORMATION: Create Community Expectations with the group. See addendum for lesson plan.</p> <p>Before class, prep enough maps (that you will cut into puzzles made up of 3-4 pieces) to be able to split your group into cooking groups of 3-4 participants. Example: if you have a class size of 20, you will need 5 maps to make 5 groups of 4 youth. Print each world map on a different color of paper. Pass out the map pieces randomly. Give youth the instruction to: find the rest of your puzzle pieces and put together your world map. After they have found each other, they should introduce themselves and come up with a cooking team name. This is the group they will work with throughout the 18 sessions.</p>	<ul style="list-style-type: none"> • Butcher paper and markers • Map, cut up into puzzle pieces (one set for each team), clear tape to adhere the puzzle pieces together (Maps can be found in the supplemental section)
<p style="text-align: center;">WORLD FRUITS 20 MINUTES</p>	<p>APPLICATION: Have each group select one of the fruits you brought and cut up enough for everyone in the class to taste it. Pass out the Session 1 worksheet (in addendum). Give youth teams 5 minutes to try to fill out worksheets with their best guesses of where fruits are native to. Review the answers on the worksheet. Have participants try new fruits. Discuss: What fruits have you tried before? What did you like/not like? Were there any surprises about what part of the world a certain fruit was native to? Clean up.</p>	<ul style="list-style-type: none"> • Session 1 worksheet (addendum) • Fruit (selected by instructor to represent different world places of origin) • Knives • Cutting boards • Plates or paper towels
<p style="text-align: center;">REFLECTION ACTIVITY 5 MINUTES</p>	<p>GENERALIZATION: What are you excited about for our class? Why do you think it's important to try a variety of foods from throughout the world?</p>	
<p>Suggestions for making today's activities more challenging: N/A</p>		
<p>Suggestions for making today's activities less challenging: N/A</p>		

SESSION 2	GOAL: TO REVIEW RULES AND EXPECTATIONS, LEARN ABOUT NATIVE AMERICAN WILD RICE, AND COMPLETE THE FIRST COOKING ACTIVITY.	MATERIALS NEEDED
WELCOME BACK & KITCHEN SAFETY 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Review Community Expectations from last session and facilitator reviews basic kitchen safety and rules (how to turn the oven on and off, how to use the stovetop, how to use a knife, etc.)	
WILD RICE PREP 20 MINUTES	NEW INFORMATION: Watch video about wild rice: https://www.youtube.com/watch?v=C8vAbCVoynk (5 min) Break youth into their cooking groups and have them each cook enough wild rice for next weeks' recipe. (Note: each group will make one half of the recipe. Follow directions on the wild rice you purchase; you will want to pick one that takes about 20 minutes to cook).	<ul style="list-style-type: none"> • Computer and projector • Pots • Spoons • Wild Rice (uncooked) • Measuring cup • Storage containers for rice.
IN THE KITCHEN 20 MINUTES	APPLICATION: While rice is cooking... Each team will be given a recipe to learn about some common cooking terminology. Each team will be given a copy of the recipe we will be working from in session 3 (see addendum). Working together, they will answer questions related to the recipe (see addendum for Kitchen Quiz). They will be competing with other teams to see who can answer the fastest. After the quiz game, put the cooked rice in storage for next session. Clean up.	<ul style="list-style-type: none"> • Recipe (one per participant) • Kitchen Quiz (one per group) • Facilitator may also provide teams with laptop or other resource (e.g., recipe book) to help the participants answer questions.
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: What did you like about today? What did you wish could be done differently? What surprised you? What was challenging about working in a group and how did you try to overcome this? Name one thing that you can be proud of and/or learned.	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: N/A		

SESSION 3	GOAL: TO REVIEW RULES AND EXPECTATIONS, LEARN ABOUT NATIVE AMERICAN WILD RICE, AND COMPLETE THE FIRST COOKING ACTIVITY.	MATERIALS NEEDED
WELCOME BACK 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Play: Who Is The Leader?	
WILD RICE SOUP & FACT FIND 45 MINUTES	NEW INFORMATION & APPLICATION: Youth will get into their cooking teams, be given a copy of the wild rice recipe and do the math to make half of the written recipe (making servings for 4 instead of 8). Note: This recipe contains nuts (almonds) and dairy, so access for allergies/dietary restrictions beforehand and make adjustments if necessary. While soup is simmering... To learn about wild rice, participants will find facts that are written on slips of paper and hidden in various locations around the room. (This requires the facilitator to arrive early to hide the slips of paper. It is also helpful if she/he makes a record of where they are hidden.) Participants will have 5 minutes to find as many facts as they can (fact sheet is in addendum). Group shares facts they found about wild rice. Eat and share wild rice facts. Clean Up	<ul style="list-style-type: none"> • Copy of recipe (one per participant) • Ingredients in recipe – enough for each team • Cooking utensils - enough for each team • Fact sheet cut into individual strips and hidden around the room • Tape • Spoons, bowls, paper towels
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: What did you like about today? What did you wish could be done differently? What surprised you? What was challenging about working in a group and how did you try to overcome this? Name one thing that you can be proud of and/or learned.	
<p>Suggestions for making today's activities more challenging: The facts can be hidden in difficult to find places (make sure you note where they are located though!)</p>		
<p>Suggestions for making today's activities less challenging: The facts can be hidden in easy to access places. You can also do the recipe math for the participants. For instance, you can tell them the amounts of ingredients to use in order to make enough to serve 4.</p>		

SESSION 4	GOAL: TO LEARN ABOUT A NEW REGION (CARIBBEAN), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
WELCOME BACK 5 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Large Group Share: Share something that is a tradition you eat in your house? (Does not have to be a cultural tradition, just something you eat often).</p>	
BAG 15 MINUTES	<p>NEW INFORMATION: Game: “What’s in the Bag?” Participants will break up into their teams. The facilitator will pass around the paper lunch bags (numbered 1-9 on the outside of the bag) with items inside the bags (bags are stapled shut). Each team will have to determine what is inside the bag by touch only. They are not allowed to open the bag. The team will write their guesses on the paper supplied. *Note that the sequence of the bags should not be in the “right” order if participants are to unscramble the word after each item in the bag has been revealed. After the teams have finished writing their guesses down, the facilitator will open each bag. For each item, teams will write down the first letter (for instance, teams will write down the letter C if the item is a carrot). After each item has been revealed, teams will have to unscramble the letters to reveal the region the recipe is from (CARIBBEAN). Each item also has a fact attached to it, which can be read by the facilitator or the participants (list of facts are in supplemental section). Although the <i>region</i> is the Caribbean, the specific country the recipe comes from is Trinidad and Tobago.</p>	<ul style="list-style-type: none"> • 9 paper lunch bags • 9 items (suggestions are in addendum). • 9 facts (facts are in addendum) • Piece of paper and writing utensil for each team.
PINEAPPLE CHOW 30 MINUTES	<p>APPLICATION: Participants will be making Pineapple Chow. Facilitator may need to demonstrate how to cut a pineapple Although pineapple chow is ok to eat right away, it is best if it marinates for at least an hour in order for the flavors to properly mingle. Participants can place the chow in the plastic bags and take the pineapple chow home with them.</p>	<ul style="list-style-type: none"> • Recipe (one per participant) • Bowl • Knife • Spoon • plastic sandwich bags • Ingredients (see recipe). One pineapple will be shared by two teams. The recipe will need to be cut in half.
REFLECTION 10 MINUTES	<p>GENERALIZATION: What did you like about today? What did you wish could be done differently? What surprised you? Name one thing that you can be proud of and/or learned.</p>	
<p>Suggestions for making today’s activities more challenging:</p>		
<p>The facilitator could give participants less time to guess what’s in the bag. She could also use more challenging items.</p>		
<p>Suggestions for making today’s activities less challenging:</p>		
<p>The facilitator could number the bags in order so the participants don’t have to unscramble the word at the end. She could also halve the recipe for the participants.</p>		

SESSION 5	GOAL: TO LEARN ABOUT A NEW REGION (CENTRAL AND SOUTH AMERICA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
WELCOME BACK/FOOD PREP 15 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Group Discussion: What were the two islands we learned about last session? If you brought some of the pineapple chow home with you, did you share it with anyone? What did they think? How did it taste different after getting to marinate.</p> <p>Explain to participants: Today we will be making horchata and need to prep the rice and let it soak while we do another activity. They will wash the rice until the water runs clear and place the washed rice in a blender with a little bit of water to soak (see recipe in addendum).</p>	<ul style="list-style-type: none"> • Horchata recipe (one per participant) • Blender(s) • Colander • Rice
MAPS 20 MINUTES	<p>NEW INFORMATION: Participants will get into their teams and be given a map of Central and South America and a list of 10 countries that have been scrambled. Working together and using the map, they will unscramble the words. List of scrambled words and maps can be found in the addendum.</p>	<ul style="list-style-type: none"> • Maps of Central and South America (one per team) • List of scrambled countries • Paper and writing utensil (one per team) • Colored pencils/markers/crayons
HORCHATA 15 MINUTES	<p>APPLICATION: Participants will be making Horchata (pronounced or-CHA-tah), a sweet, milky drink made from rice. This is a popular drink in Mexico and most of Central America. *If only one blender is available and teams have to wait for their turn, they can color/decorate the maps. They can be collected by the facilitator at the end of class or put up in the room. Clean Up & Eat</p>	<ul style="list-style-type: none"> • Ingredients (see recipe) • Cups • Grater (for cinnamon stick)
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Reflection: Why do you think horchata is a popular drink in Mexico, Central and South America? Can you think of any other beverages that are made with a grain?</p>	
<p>Suggestions for making today's activities more challenging: The facilitator can make the scrambled words more challenging, give them less time to unscramble words, and/or have participants double/half the recipe.</p>		
<p>Suggestions for making today's activities less challenging: The rice can be pre-rinsed by the facilitator. The participants can be given more time to unscramble the words, although this may cut into cooking time.</p>		

SESSION 6	GOAL: TO LEARN ABOUT MAYA CULTURE , COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Ice breaker: The Kitchen is Open (see ice breakers)	
MAIZE & THE MAYANS 20 MINUTES	NEW INFORMATION: Participants will watch the following video about the history of corn (5:38 min): https://www.youtube.com/watch?v=pG3V3PEwMB8 And a video on the Maya (14:07 min): http://video.pbs.org/video/1511362264 The facilitator can decide which parts of the Maya video to show (about 10 minutes).	<ul style="list-style-type: none"> • Computer (with internet access) and projector
GUACAMOLE & CORN CHIPS 25 MINUTES	APPLICATION: Participants will get into groups. Half of them will be making guacamole (pronounced gwa-cah-MOLE-aye) while the other half will be making corn chips. See recipes in addendum. Clean Up & Eat	<ul style="list-style-type: none"> • Recipes (1per participant) • Big bowl • Large spoon • Knife • Brush for oil • Baking trays • Cutting boards • See recipe for list of ingredients
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: Name one thing you learned about corn that was new to you. How are corn and the Mayan culture connected?	
Suggestions for making today's activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).		
Suggestions for making today's activities less challenging: The facilitator can find an easier guacamole recipe (less ingredients and/or steps) or all participant groups could make guacamole and the facilitator could bring in chips.		

SESSION 7	GOAL: TO LEARN ABOUT A NEW REGION (SOUTH AMERICA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Play: I'm Going on a Trip (see ice breakers) Group reflection on last session: What was the name of the culture we watched a video on? Name at least one country that was part of the Maya civilization.	
QUINOA 40 MINUTES	NEW INFORMATION & APPLICATION: Participants will be making quinoa (pronounced KEEN-wah). Have participants break into their cooking groups and do the first part of the recipe – have the quinoa absorbing the water while you play the following game: Participants will get into teams and have to pop as many balloons as then can by sitting on them. They collect the strip of paper inside the balloon to be read during eating time. *Note that some balloons should be empty. Return to preparing quinoa recipe. Clean up. Eat and share quinoa facts.	<ul style="list-style-type: none"> • Balloons • Strips of paper with facts about quinoa written them (place inside balloon before blowing up). List of facts are in the supplemental section. • Pot • Pan • Knife • Measuring cups/spoons • See recipe below for list of ingredients
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Reflection: How would you describe the taste/texture of quinoa to someone else? How would you convince someone else to try a new food?	
Suggestions for making today's activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc). The participants can be given less time to pop the balloons.		
Suggestions for making today's activities less challenging: The participants can be allowed to pop the balloons any way they can (instead of having to just sit on them). The facilitator can pre-make the quinoa if necessary (so the participants just have to mix everything up during class).		

SESSION 8	GOAL: TO LEARN ABOUT A NEW REGION (WESTERN EUROPE), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Play: I'm Going on a Trip</p> <p>Group reflection from last week: What did we learn about last session? What continent is quinoa native to?</p>	
WESTERN EUROPE 15 MINUTES	<p>NEW INFORMATION: Share that we will be moving on to learn about some traditional foods from Europe. Participants will get into their teams. The facilitator will ask each team a question about Western Europe (see addendum). Working together, each team writes their answer on a slip of paper and designates a "runner" to hand it to the facilitator. One point per team for a correct answer. The team who gets the most points wins. Map can be found in the addendum.</p>	<ul style="list-style-type: none"> • Paper and writing utensil (one per team) • Maps (one per team)
SWEDISH PANCAKES 25 MINUTES	<p>APPLICATION: Participants will follow the recipe to make Swedish pancakes. Clean up & eat.</p>	<ul style="list-style-type: none"> • Recipe (1 per participant) • Measuring cups and spoons • Mixing bowl • Mixing spoon • Griddle or skillet • Spatula • Butter and syrup • See recipe for list of ingredients
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Reflection: How do Swedish pancakes differ from other pancakes you have eaten? Name at least three countries in Europe. Name one thing that you can be proud of and/or learned.</p>	
<p>Suggestions for making today's activities more challenging: The facilitator can make the questions more challenging. The facilitator can make the participants double or halve the recipe.</p>		
<p>Suggestions for making today's activities less challenging: The questions can be less challenging.</p>		

SESSION 9	GOAL: TO LEARN ABOUT A NEW REGION (EASTERN EUROPE) , COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
WELCOME BACK 5 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Participants will immediately get into their teams to start the cooking activity.</p>	
PIEROGIES 50 MINUTES	<p>NEW INFORMATION & APPLICATION: Participants will be making pierogies. Since this is more time intensive than other cooking projects, teams will have to split up tasks. Half of the team will be making the dough while the other half boils the potatoes. Participants can make half the recipe in class and prepare the other half to finish (boil) at home. Clean up & eat</p>	<ul style="list-style-type: none"> • Potato peeler • Large spoon • Large bowl • Pot • Knife • See recipe for list of ingredients
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Reflection: What country/region do you think pierogies come from (Answer: Eastern Europe)? Looking at the map, name some countries in Eastern Europe.</p>	<ul style="list-style-type: none"> • Maps – roughly (can be found in the supplemental section)
<p>Suggestions for making today’s activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).</p>		
<p>Suggestions for making today’s activities less challenging: The facilitator can find an easier pierogie recipe (without potatoes, for instance) or the facilitator could pre-cook the potatoes.</p>		

SESSION 10	GOAL: TO LEARN ABOUT A NEW REGION (THE MEDITERRANEAN), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
WELCOME BACK AND ICEBREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Play: The Kitchen is Open	
EMPENADAS 40 MINUTES	NEW INFORMATION & APPLICATION: Today we will be making Spanish empanadas (em-pay-NAW-daws). Half the team will be make the sofrito (pronounced so-FREE-toe) while the other half makes the filling. Once the filling is done, they can start preparing the dough (store-bought pizza dough). Clean up & eat.	<ul style="list-style-type: none"> • 1 copy of each recipe per participant • Large pot • Knives • Measuring spoons/cups • Mixing spoon • Brush for oil • Large mouth jar or cookie cutter (to cut dough) • See recipe for list of ingredients
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Reflection: Using your map, what continents surround the Mediterranean Sea? (Answer: 3 – Europe, Africa, Asia/Near East) Who would you invite to join you if you made this recipe at home?	<ul style="list-style-type: none"> • Map of Europe (see addendum)
<p>Suggestions for making today's activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).</p>		
<p>Suggestions for making today's activities less challenging: The sofrito can be made by the facilitator the day before.</p>		

SESSION 11	GOAL: TO LEARN ABOUT A NEW REGION (NORTHERN AFRICA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Play: Who's the Leader?</p>	
REGIONS OF AFRICA 15 MINUTES	<p>NEW INFORMATION: Participants will get into their cooking teams and facilitator will pass out a map of Africa. She will also pass out pictures of traditional foods from different regions of Africa. Teams will get 10 minutes to place the picture on the region they think the food comes from (Northern, Southern, Western or Eastern). The facilitator will then go over the correct answers with the participants. Maps can be found in the addendum.</p>	<ul style="list-style-type: none"> • Maps of Africa • Pictures of traditional foods (in addendum) • Scotch tape or glue sticks
COUSCOUS 30 MINUTES	<p>APPLICATION: Participants will make couscous. Clean up & eat</p>	<ul style="list-style-type: none"> • Recipe (1 per participant) • Pot • Measuring cups and spoons • Knives • Cookie sheet • Colander • See recipe for list of ingredients
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Reflection: How is couscous different from quinoa? Did anyone try a new food today? What was it like for you? What was fun about today? Name one thing that you can be proud of and/or learned.</p>	

Suggestions for making today's activities more challenging:

The facilitator can make the game more challenging by decreasing the amount of time given to teams or giving them more pictures to match up. Participants double or halve the recipe.

Suggestions for making today's activities less challenging:

The facilitator can make the game less challenging by giving teams more time and less pictures.

SESSION 12	GOAL: TO LEARN ABOUT A NEW REGION (WEST AFRICA) , COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY		MATERIALS NEEDED
WELCOME BACK AND REFLECTION 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Group reflection: When you think of Africa, what comes to mind? What kinds of foods do you think of? Did anything surprise you last week?		
BENNE CAKES 40 MINUTES	NEW INFORMATION & APPLICATION: Participants will start cooking after snack. They will be making Benne cakes (sesame cookies) *Butter will need to be softened prior to class (let stand un-refrigerated a couple hours). While the Benne cakes bake (15 minutes), participants can: 1) play Oware (2 person game) – a game originating in West Africa. 2) do a West African food word search. (See addendum) Clean up & eat		<ul style="list-style-type: none"> • Recipe (1 per participant) • Mixing bowl • Mixing spoon • Measuring spoon and cups • Cookie sheet • See recipe for list of ingredients • Empty egg cartons, cups and beans for Oware game (6 cups/player, about 3 beans/cup) • Pencils/pens for word search
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Reflection: Benne cakes are eaten for good luck. What are some things you do/eat/say for good luck? What is one thing you learned and/or are proud of today?		
Suggestions for making today’s activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).			
Suggestions for making today’s activities less challenging: Instead of the reflection in the beginning, participants can play an icebreaker.			

SESSION 13	GOAL: TO LEARN ABOUT A NEW REGION (EAST AFRICA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY		MATERIALS NEEDED
WELCOME BACK 2 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Due to time, teams will begin cooking immediately.		
UGALE & MATOKE 50 MINUTES	NEW INFORMATION & APPLICATION: Participants will be making ugali (pronounced oo-GAWL-ee) and matoke (pronounced mah-toe-keh) from Kenya. Half of the team will be making the Ugali while the other half makes the matoke. Clean up & eat.		<ul style="list-style-type: none"> • Recipe (1 of each per participant) • Pots (2 per team) • Large bowl • Measuring cups and spoons • Knife • Measuring cups/spoons • See recipe for list of ingredients
REFLECTION ACTIVITY 8 MINUTES	GENERALIZATION: Reflection: Is there a food that you have had before that is similar to what we made today? What is similar? What was one thing you learned today?		
Suggestions for making today's activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).			
Suggestions for making today's activities less challenging: The participants can make just one of the recipes and not both.			

SESSION 14	GOAL: TO LEARN ABOUT A NEW REGION (SOUTH AFRICA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
WELCOME BACK AND ICEBREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Play: The Kitchen is Open	
SOUTH AFRICA VIDEO 5 MINUTES	NEW INFORMATION: Participants will watch a youtube video on South Africa (4:16 min) http://www.youtube.com/watch?feature=endscreen&NR=1&v=SPEG8Gn6Qxk	<ul style="list-style-type: none"> • Computer, internet access and projector
FRIKKADELS 35 MINUTES	APPLICATION: Participants will make Frikkadels – pronounced frick-eh-dels - (South African meatballs) Clean up & eat	<ul style="list-style-type: none"> • Recipe (one per participant) • Mixing bowl • Mixing spoon • Frying pan • Knife • Measuring cups/spoons • See recipe below for list of ingredients
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Reflection: Name one thing you remember from the video. Did anything surprise you? Can anyone name another country that is close to South Africa? Name one thing that you can be proud of and/or learned.	
Suggestions for making today’s activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).		
Suggestions for making today’s activities less challenging: The meat can be prepared by the facilitator ahead of time so that all the participants have to do is fry it.		

SESSION 15	GOAL: TO LEARN ABOUT A NEW REGION (SOUTH ASIA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
<p align="center">WELCOME BACK/REFLECTION 5 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Group reflection: What did we cook last week? What country was the recipe from? Name four other countries on the continent of Africa and what region (west, east, north, south) they are located.</p>	
<p align="center">KHEER & MAP 45 MINUTES</p>	<p>NEW INFORMATION & APPLICATION: Participants will be making Kheer (pronounced keer) This recipe includes an optional use of nuts Ghee (a type of butter) can be found in most Asian supermarkets or the participants can make it (recipe in supplemental section). While Kheer is reducing... Participants will get into their teams and be given a set of puzzle pieces (map of Asia the instructor has turned into puzzles). The team who puts the puzzle together the fastest and names the continent wins. Map for puzzle can be found in the supplemental section.</p>	<ul style="list-style-type: none"> • Recipe (1 of each per participant) • Measuring cups and spoons • Mixing spoon • Frying pan • Pot • See recipe for list of ingredients • Puzzle pieces (one set per team) • Tape
<p align="center">REFLECTION ACTIVITY 10 MINUTES</p>	<p>GENERALIZATION: Reflection: Why do you think Kheer might be a traditional food in this region? Looking at your map, what countries border India? Share one thing that you can be proud of and/or learned.</p>	
<p>Suggestions for making today's activities more challenging: The facilitator can make the puzzle more challenging or give the participants less time to put it together. The facilitator can make the participants double or halve the recipe. Participants can make ghee.</p>		
<p>Suggestions for making today's activities less challenging: The puzzle can be less challenging. Facilitator can buy ghee rather than have participants make it. The facilitator can make the rice beforehand and skip step #2 in the recipe (roasting rice in a pan) so the participants do not have to wait for the rice to cook (saving time).</p>		

SESSION 16	GOAL: TO LEARN ABOUT A NEW REGION (SOUTHEAST ASIA) , COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back! Play: Human Taco	
MAPS QUIZ 10 MINUTES	NEW INFORMATION: Participants will get into their teams. The facilitator will ask each team a question (questions are in the supplemental section) about Asia. If the team is incorrect, the question goes to the next team (except for the true/false questions). One point for each correct answer. The team who gets the most points wins.	<ul style="list-style-type: none"> • Maps (one per team) • Questions (in the supplemental section)
SPRING ROLLS 35 MINUTES	APPLICATION: Participants will be making spring rolls NOTE: Because of time limitations, facilitator will need to prepare the noodles before class starts by placing them in hot water right before class starts. They should soak for 20 minutes. Clean up & eat	<ul style="list-style-type: none"> • Recipe (1 per participant) • Mixing bowl • Mixing spoon • Knife • Grater • Pot • See recipe for list of ingredients
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: What are some other ingredients you think would be good in a Spring roll? Who would you invite over to help make these with you at home?	

Suggestions for making today's activities more challenging:

The participants can manipulate the recipe (e.g., halve it, double it, etc). The questions can be more challenging or the participants can be given less time to answer.

Suggestions for making today's activities less challenging:

The questions can be less challenging or the participants can be given more time to answer. The facilitator can prepare the ingredients so that the participants just put everything together instead of cutting the vegetables and tofu and cooking the noodles themselves.

SESSION 17	GOAL: TO LEARN ABOUT A NEW REGION (PACIFIC ISLANDS), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
ICE BREAKER 5 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Share something that you like to cook at home for your family.</p>	
VIGAN EMPENADAS 45 MINUTES	<p>NEW INFORMATION & APPLICATION: Today we will be making Vigan (pronounced VEEg-in) empanadas, which is like a Filipino version of the Spanish original. Half each cooking team will be making the casing (dough) while the other half makes the filling. Once the filling and dough are done, they will work together to fill the empanadas and fry them. Clean up & eat.</p>	<ul style="list-style-type: none"> • Recipes (1 of each per participant) • Rolling pin • Knives • Measuring spoons/cups • Mixing spoon • 2 frying pans (one for sautéing, another for frying) • See recipe for list of ingredients
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION: Reflection: How are these empanadas different than the ones we made a few weeks ago? Why do you think the Philippines have a similar dish? (Answer: Because the Philippines were colonized by the Spanish and brought their food traditions with them) Follow-up question: What does “colonized” mean? (Answer: When a group of people establish control over a territory that does not belong to them)</p>	
<p>Suggestions for making today’s activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).</p>		
<p>Suggestions for making today’s activities less challenging: Participants can use pre-made pizza dough although it will not be completely true to the recipe.</p>		

SESSION 18	GOAL: TO LEARN ABOUT A NEW REGION (EAST ASIA), COMPLETE A COOKING ACTIVITY, AND CONTINUE BUILDING ON SKILLS SUCH AS COOPERATION, TEAMWORK, FOLLOWING DIRECTIONS, MATH, AND GEOGRAPHY	MATERIALS NEEDED
<p>WARM UP 15 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! Participants will watch a youtube video on Korean street food (4:26 min) http://www.youtube.com/watch?v=M8kyabdOs1U</p> <p>Reflect on video: Have you ever eaten street food? Where? What was it? Which food in the video would you like to try?</p>	<ul style="list-style-type: none"> • Computer/internet/projector
<p>DDUKBOKKIE 35 MINUTES</p>	<p>NEW INFORMATION & APPLICATION: Participants will make Ddukbokkie (pronounced DUCK-bowg-key) Clean up & eat.</p>	<ul style="list-style-type: none"> • Recipe (1 per participant) • Pot • Mixing spoon • Knife • See recipe for list of ingredients
<p>REFLECTION ACTIVITY 10 MINUTES</p>	<p>GENERALIZATION: Reflection: When you think back, what was your highlight of this class? Has anything changed about how you think about food or the world?</p>	
<p>Suggestions for making today's activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc).</p>		
<p>Suggestions for making today's activities less challenging: N/A</p>		

SUPPLEMENTAL SESSION 1	GOAL: YOUTH CHOOSE A REGION THEY WOULD LIKE TO COOK FROM	MATERIALS NEEDED
WELCOME BACK 5 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Welcome back! NOTE: If you are adding in this supplemental session, the session prior – youth should choose a region that they would like to cook from. The recipe can be a surprise.</p>	
PARTICIPANT CHOICE 50 MINUTES	<p>NEW INFORMATION & APPLICATION: Participants will cook a recipe from the region that had the most votes. Recipe suggestions can be found in the addendum. Instructor should gather supplemental information about that food or region to support learning. Clean up & eat</p>	<ul style="list-style-type: none"> • Materials dependent upon recipe chosen
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Eat Reflection: What was your favorite thing about this class? What was your least favorite? Name one thing that you can be proud of and/or learned.</p>	
<p>Suggestions for making today’s activities more challenging: The participants can manipulate the recipe (e.g., halve it, double it, etc). The quiz questions can be made more challenging.</p>		
<p>Suggestions for making today’s activities less challenging: The quiz questions can be made less challenging. The recipe can be very simple (e.g., no cooking required, prepped by the facilitator beforehand, etc.).</p>		

SUPPLEMENTAL SESSION 2	GOAL: TO PRACTICE TEAMWORK, CREATIVITY, AND PROBLEM-SOLVING SKILLS IN THE CONTEXT OF A COMPETITION.	MATERIALS NEEDED
WELCOME BACK 5 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome back!	
ACTIVITY TYPE 1 5 MINUTES	NEW INFORMATION: Participants will watch an Iron Chef clip to prepare for their cooking activity *Facilitator can show as much of this clip (or any other Iron Chef America clip) as he/she wants as long as participants get a sense of what the show is all about. https://www.youtube.com/watch?v=JvokX0_TGH8	<ul style="list-style-type: none"> Laptop/computer, internet access and projector
ACTIVITY TYPE 2 35 MINUTES	APPLICATION: Iron Chef Challenge Facilitator can choose the stock ingredients (suggestions in supplemental section) and the secret ingredient (suggestions in supplemental section). All teams will get the stock ingredients and a secret ingredient. They do not have to use every stock ingredient, but will have to use the secret ingredient. Teams will have 30 minutes to cook, clean up, and “plate” their dish (arrange their food on a plate). The remainder of the food can be eaten by the team or shared with other teammates. Facilitator is encouraged to choose stock ingredients that “go” together so participants have an easier time making an actual dish. Teams will present their dish to the facilitator: What ingredients did they use? In what way? How was the secret ingredient used? The facilitator will taste each team’s creation and judge who wins the challenge.	<ul style="list-style-type: none"> Materials dependent upon instructors choice.
REFLECTION ACTIVITY 15 MINUTES	GENERALIZATION: Reflection: What was your inspiration? How did your team work together? Did a leader or leaders emerge?	
Suggestions for making today’s activities more challenging: The secret ingredient can be made more challenging. The participants can be given less time.		
Suggestions for making today’s activities less challenging: The facilitator can choose a secret ingredient that can be easily incorporated into many different foods (for example, salt). The participants can be given suggestions on what to cook. They can be given more time to cook.		

The following pages include all printed supplementary materials including: forms, worksheets, handouts, etc.



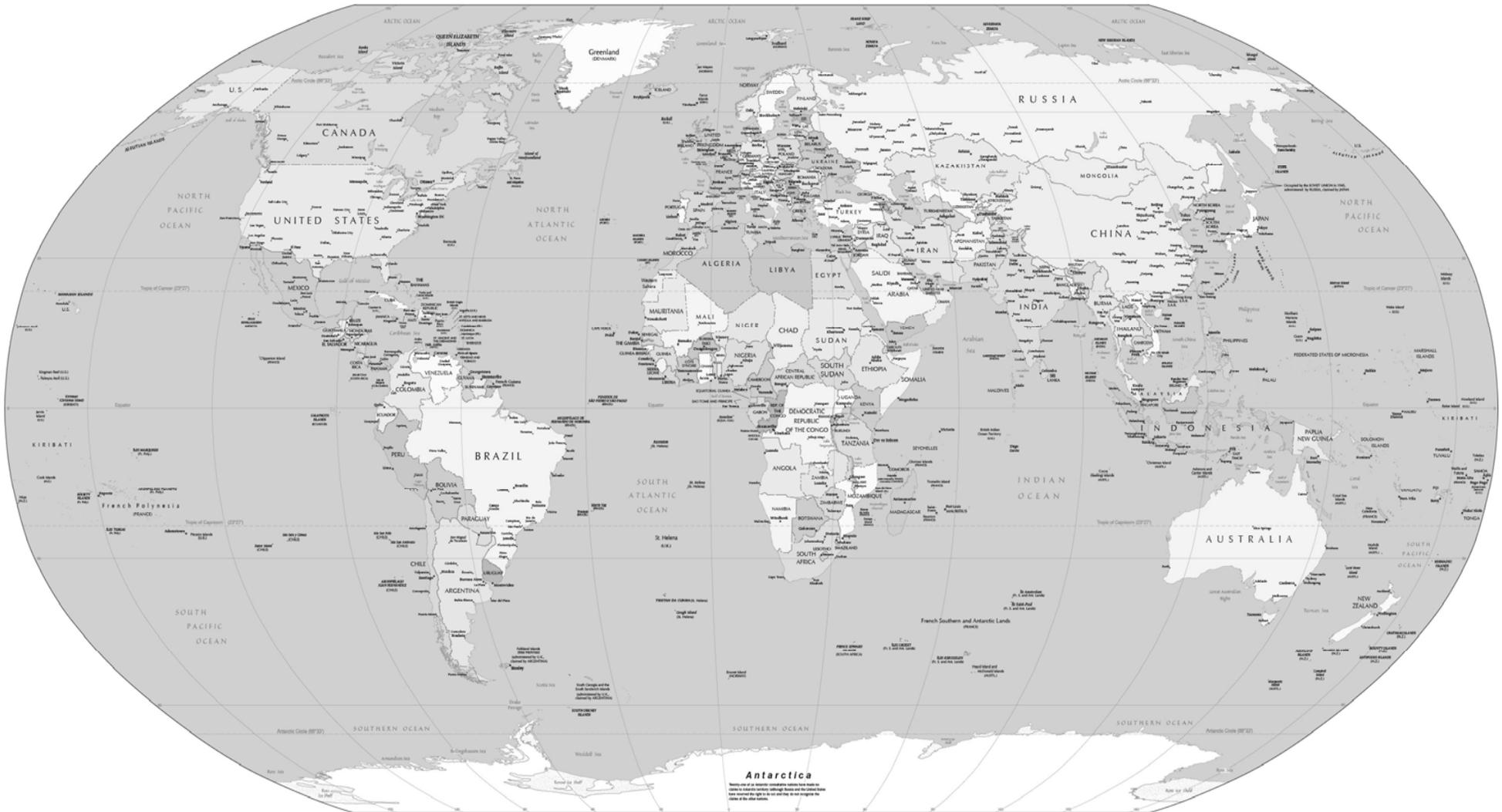
CURRICULUM PLAN: COMMUNITY EXPECTATIONS

- Purpose:** Engage youth in the development of community standards for the group
- Time:** 15-20 minutes
- Materials:** Butcher paper, poster board or flip chart and markers
- Planning:** Title your large piece of paper with Cooking and Culture. Draw a large circle in the middle of the paper, the inside of this circle will represent the behaviors or expectations the group members want in the group.
- Procedure:** Explain to the youth they will be creating their community standards, by defining the behaviors they think are appropriate and inappropriate for their group. Have youth come up and write their ideas for behaviors they want in their group inside the circle (i.e. participate, read, have fun, be respectful, learn something new). If youth identify something they don't want to happen in their group, they should write this outside of the circle (i.e. fighting, bullying...). After everyone has had the opportunity to add something to the poster, they are agreed upon invite them to sign their name on the poster.
- Discussion:** Ask everyone if they know what it means to sign your name on something?
- Reflection:** How did it feel to create your own community expectations? Is there anything you think you will have a hard time doing/not doing? What should be the consequence of breaking this contract?

SESSION 1: WORLD FRUITS & REGIONS (INSTRUCTOR SUPPORT)

Fruit Example	Native to:
Mangosteen	Native to the Sunda Islands and the Moluccas
Olive (yes, it's a fruit)	Eastern Mediterranean Basin as well as northern Iraq, and northern Iran at the south of the Caspian Sea
Star Fruit	Philippines, Indonesia, Malaysia, India, Bangladesh and Sri Lanka
Lychee	Southern China
Papaya	tropics of the Americas, perhaps from southern Mexico and neighboring Central America
Passion Fruit	South America
Watermelon	Central Africa
Dragon Fruit	Native to Mexico and Central and South America
Kiwi	China
Gooseberry	Europe, northwestern Africa, west, south and southeast Asia
Star Fruit	Indonesia, India and Sri Lanka
Mango	South & Southeast Asia
Banana	South & Southeast Asia

SESSION 1: WORLD MAP



SESSION 2: KITCHEN QUIZ

- 1) What does “tbsp” mean?
- 2) What does “tsp” mean?
- 3) What does “c” mean?
- 4) What does “qt” mean?
- 5) Hold up a 1 tsp measuring spoon
- 6) Hold up a cup
- 7) What are “slivered almonds”?
- 8) How would you “dice” something?
- 9) Pretend a recipe calls for 1 cup of flour, but you lost all your measuring cups except for the 1/3 measuring cup. Can you still make your dish? Why or why not?
- 10) How many of the 1/3 measuring cups would you need to put in to equal 1 cup?
- 11) How many people does this recipe say it serves?
- 12) How much onion would you put in if you only wanted to serve 4 people?
- 13) How many tablespoons of almonds would you need to put in if you wanted to double the recipe?
- 14) What does “sauté” mean?

SESSION 3: WILD RICE FACT SHEET

Wild rice is actually an aquatic grass seed, not a rice grain.

Wild rice is native to north-central North America

Wild rice grows in shallow water in marshes, streams, and lakes

Wild rice is NOT related to rice! It is actually a grass seed.

Wild rice is the only cereal grain native to North America

Wild rice is Minnesota's official state grain

Wild rice can vary in color from light green to brown to dark brown

Native Americans have been harvesting wild rice for thousands of years

“Manoomin” is the Ojibwe word for wild rice

In Minnesota, manual harvesting (meaning harvesting by hand) in all its waters is restricted to the traditional canoe and flail method (we will watch a video showing this), meaning that only Native Americans can harvest wild rice by hand.

There are two types of wild rice: cultivated commercial wild rice, and natural wild rice. The difference between the two is that commercial rice is usually harvested by machine, is sometimes genetically modified, and its growth is controlled. It is similar to the difference between farmed salmon and wild salmon.

SESSION 3 RECIPE: MINNESOTA WILD RICE SOUP

1/4 c. wild rice, rinsed, drained

1 qt. chicken stock

1/2 c. onion, diced

1/4 c. celery, diced

1/4 c. carrot, diced

1/4 c. butter

1/2 c. flour

2 tbsp. almonds, slivered

1/8 tsp. white pepper

1 c. light cream



Cook rice in salted water over medium heat approximately 45 minutes or until tender; drain. Sauté onion in butter over low heat until soft; add the celery and carrot; cook another minute. Add flour, stirring over medium heat about 1 minute. Add cooked wild rice and chicken stock while stirring until thickened. Add almonds and pepper; add light cream; heat thoroughly. Taste and adjust seasonings. Serves 8.

NOTE: DUE TO TIME LIMITATIONS, THE WILD RICE WILL HAVE TO BE COOKED BEFOREHAND!!

SESSION 4 RECIPE: PINEAPPLE CHOW

1 ripe pineapple (cubed)
1/4 teaspoon salt
fresh cracked black pepper
1 clove garlic sliced thin
juice of 1 lime or lemon
3 tablespoon cilantro



Directions:

- 1) Cut pineapple into cubes. Slice garlic. Cut lime/lemon in half. Tear or cut cilantro.**
- 2) Add pineapple, garlic, and cilantro to a bowl.**
- 3) Add salt and pepper. Squeeze lemon/lime over the mixture. Note: squeeze citrus so the cut half is facing your hand to prevent getting seeds in your chow.**
- 4) For best results, allow to marinate for at least an hour before eating.**

SESSION 4: SUGGESTIONS FOR ITEMS IN BAG FOR BAG ACTIVITY

Item suggestions:

Carrot

Apple

Razor (for face/legs)

Ice cream cone

Bracelet/Bowl/Baby bottle

Broccoli/Brush/Buttons

Ear buds/Egg (hardboiled)

Acorn

Nuts/Nail clipper

SESSION 4: TRINIDAD AND TOBAGO FACTS

The islands of Trinidad and Tobago (“TnT”) comprise one nation (“Two Islands, One Nation”)

The TnT flag is red, white, and black

Trinidad is the southernmost Caribbean island

The original peoples of TnT are called “Amerindians.” The main group, the Arawaks (or Aruacas) was a peaceful tribe from the upper regions of the Orinoco, in Guyana. Another tribe called the Caribs, were also original inhabitants of the island.

Tnt food is primarily a mix of Indian, African (creole), and Chinese dishes.

English is the official language of Tnt.

Tnt was a British Colony until 1962. (**Reflection question: “What does colonization mean?”**)

Trinidad consists primarily of African, Indian, Chinese, Europeans, and a mixture of these three groups. Tobago is less diverse and consists of peoples primarily of African descent.

Pineapples can take up to two years to reach full size.

SESSION 5 RECIPE: HORCHATA (OR-CHA-TAH)

Serving size: 4-6

3/4 cup rice

1 inch cinnamon stick

1 1/2 teaspoons good vanilla (Mexican is best)

1/2-3/4 cup sweetened condensed milk

water, as necessary

Directions:

- 1) Rinse the rice in a colander. Place in a blender and add enough water to cover by an inch; soak 5 or 10 minutes. Add the vanilla, grind cinnamon, and blend until finely ground. Drain the liquid through colander into a pitcher.**
- 2) Return the ground rice to the blender. Add the condensed milk and about 2 cups water and blend again. Drain into the pitcher. Discard any remaining rice.**
- 3) Add more water to the pitcher, one cup at a time, until it has the right amount of sweetness for you. Add ice and serve cold.**
- 4) Note: you can add 1 cup sugar or so and 1 cup milk, instead of the sweetened condensed milk.**

SESSION 5: SCRAMBLED COUNTRIES

TEAALMUGA

LIZBEE

TGAAERNNI

UGANCAIARA

RUUAUUG

AEZELEUNV

YGUAAN

AANMAP

ALOIOMCB

SHANDOUR

SESSION 5: SCRAMBLED COUNTRIES (INSTRUCTOR KEY)

TEAALMUGA
GUATEMALA

LIZBEE
BELIZE

TGAAERNNI
NICARAGUA

UGANCAIARA
ARGENTINA

RUUAUUG
URUGUAY

AEZELEUNV
VENEZUELA

YGUAAN
GUYANA

AANMAP
PANAMA

ALOIOMCB
COLOMBIA

SHANDOUR
HONDURAS

SESSION 5: MAP OF SOUTH AND CENTRAL AMERICA



SESSION 6 RECIPE: GUACAMOLE

Ingredients:

3 tablespoons white onion, finely chopped, with another tablespoon for garnish

4 serrano chilies (seeds and all), finely chopped or to taste

3 tablespoons cilantro, roughly chopped, with another tablespoon for garnish

Sea salt to taste

3 avocados

½ cup tomatoes, finely chopped, with ¼ cup tomato for garnish.

Directions:

- 1. Put onion, chilies, cilantro and salt into a bowl, and crush to a paste. (Or purée in a blender and transfer to a mixing bowl).**
- 2. Cut avocados in half, and without peeling remove pit, and squeeze out the flesh. Mash avocado into onion-serrano base and mix well. Stir in ½ cup of tomatoes.**
- 3. Sprinkle the surface with garnishes: ¼ cup tomato, onion and a tablespoon of finely chopped cilantro. Serve immediately.**

Yield: About 2½ cups.

SESSION 6 RECIPE: CORN CHIPS

Ingredients

Good-quality corn tortillas
Neutral vegetable oil, like grapeseed or canola
Flaky sea salt

Equipment

Brush for the oil
Baking trays
Cutting board
Large sharp knife

Instructions

- 1. Preheat oven and oil trays:** Preheat oven to 350°F. Pour a few tablespoons of oil into a bowl and brush a thin coating onto your baking trays. Set aside.
- 2. Oil and stack the tortillas:** Place one tortilla on the cutting board and brush the top with a light layer of oil. You don't need a lot of oil, but do pay attention to the outer edges of the tortilla, an area that's easy to miss. Place another tortilla on top of the oiled one and brush the top with oil. Continue in this manner until all your tortillas are oiled and stacked in one pile.
- 3. Cut into wedges:** Using a large, sharp knife, cut your tortilla stack in half using one firm chop, if possible. Cut one of the halves in half and cut each of those halves in half again, forming wedges. Repeat with other side. This will give you eight stacks of tortilla wedges.
- 4. Arrange on trays and salt:** Arrange the tortilla wedges in a single layer on the oiled trays. Place the wedges with the un-oiled sides facing down so that they have contact with the oil on the tray. A little overlapping is fine, but don't overlap too much or they won't crisp. Sprinkle a pinch or two of flaked sea salt over the tops, being sure that all of the wedges get a touch of salt.
- 5. Bake for 8 to 12 minutes:** Place trays in the oven and bake for 8 - 12 minutes. Check your chips at 8 minutes and rotate your pans.
Be aware that very thin tortillas are vulnerable to your oven's hot spots and can start to char.

The chips are done when the edges are crisp and dry and slightly lifted from the tray. They should be a few shades darker, though not completely browned. (Chips made from handmade tortillas will often have a few brown spots on them so don't worry if you see them.) The chips will still be slightly flexible in the middle, but will crisp further as they cool.

SESSION 7 RECIPE: GARLIC QUINOA

Serves 4-5

1 tablespoon olive oil

1/2 cup chopped onion

2 teaspoons minced garlic

1 cup quinoa, rinsed well and drained

2 cups water or 2 cups vegetable or chicken broth

1/4 teaspoon salt

Directions:

- 1. Sauté onion in olive oil for 2-3 minutes; add garlic and continue sautéing for another 30 seconds or seconds**
- 2. Rinse quinoa and then add quinoa, water or broth and salt to pot; bring to boil then reduce heat.**
- 3. Cover and simmer 15 minutes until liquid is absorbed.**

Read more at: <http://www.food.com/recipe/garlic-quinoa-170085?oc=linkback>

SESSION 7: QUINOA FACTS

The Incas called this food “the mother of all grains”

Quinoa is considered a complete protein

Quinoa is native to the Andean region of South America, which includes the countries of Peru, Bolivia, and Colombia

Over 120 varieties of quinoa are known, although only a few are commonly cultivated (white, red, and black quinoa)

Quinoa is sacred to the Incas (reflection question: What does sacred mean?)

The Incas were some of the original inhabitants of Peru

At its height, the Incan empire stretched 3500 miles - from Colombia to central Chile and into parts of Bolivia, Argentina, Ecuador, and Peru

Quinoa almost became extinct and was “rediscovered” by the “outside world” in the 1970s

Quinoa can be used as a breakfast cereal, ground into flour or flakes in order to make breads and pastries, and made into a paste.

SESSION 8 RECIPE: SWEDISH PANCAKES

Serving size: 4

3 eggs

2 1/2 cups low-fat milk

1 1/4 cups flour

1/2 teaspoon salt

3 tablespoons butter or 3 tablespoons margarine, melted in microwave or on stove top

Directions:

- 1. In a large mixing bowl, beat the eggs with half the milk**
- 2. Beat in flour and salt until smooth.**
- 3. Stir in melted butter and remaining milk.**
- 4. Heat a griddle or large skillet with a small amount of vegetable oil.**
- 5. For each pancake, pour about 1/4 cup batter onto the griddle and cook over medium heat 1 to 2 minutes.**
- 6. With a spatula, turn the pancakes and cook until golden brown, about 1/2 minute.**
- 7. Serve immediately or keep warm while making the remaining pancakes.**

Read more at: <http://www.food.com/recipe/traditional-swedish-pancakes-97291?oc=linkback>

SESSION 8: WESTERN EUROPE QUIZ

What language is spoken in Finland? (Answer: Finnish)

What country shares a border with Norway? (Answer: Sweden)

What country did the United States gain its independence from? (Answer: Great Britain)

True or false: Spain has a King and Queen. (Answer: true)

How do you say “hello” in Spain? (Answer: Hola)

How do you say “hello” in France (Answer: Bonjour)

In what country is the city of Stockholm in? (Answer: Sweden)

Paris is the capitol of what country? (Answer: France)

True or false: French is spoken in Switzerland (Answer: true – the other official languages are German, Italian, and Romansh)

Name four countries in Western Europe (Answer: England, Scotland, Ireland, Sweden, Norway, Finland, France, Germany, Austria, Denmark, Belgium, Switzerland, Iceland, Luxemburg, Greece, Netherlands, Portugal, Spain, Italy)

What country is shaped like a boot (Answer: Italy)

Sauerkraut is typically eaten in which country? (Answer: Germany and/or Austria)

What is the capitol of Greece? (Answer: Athens)

Which country is Dublin located? (Answer: Ireland)

SESSION 8: MAP OF EUROPE



SESSION 9 RECIPE: PIROGUES

Yields 60

4 1/2 cups all-purpose flour
2 cup sour cream
2 egg
1 egg yolk
2 tablespoon vegetable oil
2 teaspoon salt
salt and pepper to taste
8 baking potatoes, peeled and cubed
1 cup shredded cheddar cheese
2 tablespoon butter, melted

Directions

- 1. In a large bowl, stir together the flour and salt. In a separate bowl, whisk together the butter, sour cream, eggs, egg yolk and oil. Stir the wet ingredients into the flour until well blended. Cover the bowl with a towel, and let stand for 15 to 20 minutes.**
- 2. Place potatoes into a pot, and fill with enough water to cover. Bring to a boil, and cook until tender, about 15 minutes. Drain, and mash with shredded cheese and cheese sauce while still hot. Season with onion salt, salt and pepper. Set aside to cool.**
- 3. Separate the pirogue dough into two balls. Roll out one piece at a time on a lightly floured surface until it is thin enough to work with, but not too thin so that it tears. Cut into circles using a cookie cutter, pirogue cutter, or a glass. Brush a little water around the edges of the circles, and spoon some filling into the center. Fold the circles over into half-circles, and press to seal the edges. Place pirogues on a cookie sheet, and freeze. Once frozen, transfer to freezer storage bags or containers.**
- 4. To cook pirogues: Bring a large pot of lightly salted water to a boil. Drop pirogues in one at a time. They are done when they float to the top. Do not boil too long, or they will be soggy! Remove with a slotted spoon.**

SESSION 10 RECIPE: SOFRITO

Tomato-based sauce for empanada filling

Yield: 3-4 cups

Ingredients:

1 can crushed tomatoes (28-29 oz)

1 long green pepper (Anaheim or other sweet pepper, not “hot”)

1 medium yellow onion

2 large cloves garlic

virgin Spanish olive oil

1 tsp Spanish sweet paprika

salt and pepper to taste

Directions:

Finely chop the onion and garlic. Chop the pepper into 1/4" (or smaller) pieces. Heat a large frying pan with a heavy bottom over medium heat.

Pour in enough olive oil to coat the bottom of the pan. Put the onions into the pan and sauté them until they are transparent, reducing the heat if necessary

so as not to burn them. Add the green pepper and continue to cook for 5 minutes, adding olive oil if necessary.

Be sure to stir often, to vegetables do not burn. Add the minced garlic and sauté for 1 minute more.

Pour the crushed tomatoes and paprika into the pan and mix well. Continue to cook for about 10-15 minutes.

SESSION 10 RECIPE: EMPANADA FILLING

Ingredients:

[Sofrito – Cooked Tomato Sauce](#) (see above for the recipe)

4 cans Tuna, drained (6 oz each)

3 Hard-Boiled Eggs

Salt and Pepper to Taste

Olive oil (about ¼ cup) to brush on top of empanadas

Directions:

Place the eggs in boiling water and boil them until hard (about 8 minutes). Drain the water and immediately place in cold water to cool. When cooled, peel and chop eggs finely and set aside.

Open the tuna cans and drain them thoroughly, squeezing the oil or water that the tuna is packed in.

Place tuna in a mixing bowl and flake it into pieces with a fork. Add the chopped boiled eggs and mix. Add the *sofrito* to the tuna mixture to make a moist filling.

SESSION 10 RECIPE: EMPANADA DOUGH & ASSEMBLY

Ingredients:

1 refrigerated (9 inch) piecrusts, cut into 8 triangles

Directions for triangular-shaped *empanadas*:

Working with one piece of dough (piecrust), brush edges with water. Place a heaping tablespoon of filling into the dough, leaving a ½ inch border all around. Place another piece of dough over the top and press closed. Seal edges with the tines of a fork.

Cut a small X on the top of each empanada with a knife and brush some olive oil on the top.

Carefully place each *empanada* on a cookie sheet to bake.

Bake until golden brown for approximately 15 minutes at 350F degrees.

Tip! If you want to prepare *empanadas* ahead of time, you can! Prepare the filling and stuff them, but do not bake them. Place in a container, layering them and making sure that they do not touch each other. Wrap tightly in plastic and freeze them. Remove them from the freezer, bake and serve them hot and fresh.

SESSION 11 RECIPE: COUSCOUS WITH RAISINS, ALMONDS AND MINT

Yields 4 servings

Ingredients:

1/3 cups water

1 (14 1/2-ounce) can vegetable broth

1 3/4 cups uncooked couscous

1/2 cup (2 ounces) raisins (Golden and/or “regular” raisins)

1/2 cup slivered almonds

1/3 cup freshly chopped mint

1 cup canned garbanzo beans

Preparation

- 1. Place 1/3 cup water and the can of vegetable broth in a large saucepan; bring to a boil. Stir in couscous. Cover, reduce heat, and simmer 8 minutes or until tender. Remove from heat and set aside.**
- 2. Place raisins in a bowl of hot water and let stand until tender. Drain and let dry (so they're not dripping wet when placed with other ingredients)**
- 3. Open the can of beans and thoroughly wash them in a colander.**
- 4. Spread the slivered almonds on a cookie sheet and toast them at 350 degrees for about 5-7 minutes.**
- 5. Open the can of beans and thoroughly wash them in a colander.**
- 6. Finely chop mint**
- 7. Mix couscous, raisins, beans, mint and almonds together in a large bowl.**

COUSCOUS SALAD – NORTHERN AFRICA



SHASHOUKA – NORTHERN AFRICA



MIELE-MEAL (TRADITIONAL PORRIDGE) – SOUTHERN AFRICA



HUMMUS AND FALAFEL – NORTH/EASTERN AFRICA



EDIKANIKON FUFU (POUNDED YAM) – WESTERN AFRICA



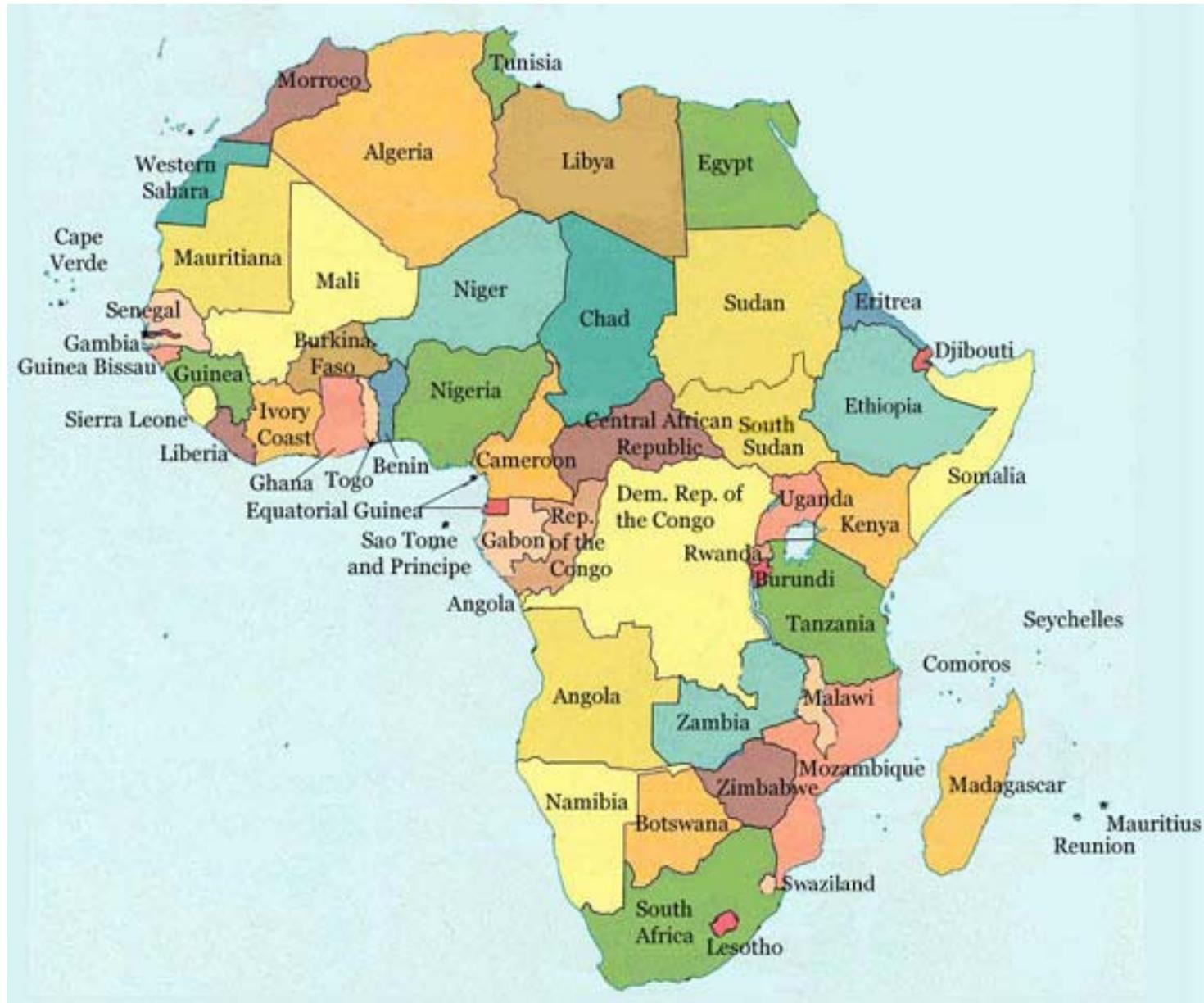
CHICKEN YASSA – WESTERN AFRICA



CHAPATI – EASTERN AFRICA



SESSION 11: MAP OF AFRICA



SESSION 12: OWARE

Children and adults throughout West Africa enjoy playing oware, many times just by digging the holes for the game in the sand.

Tape two plastic cups to the end of each open egg carton.

Place four playing pieces (beans) in each of the twelve cups of the egg carton.

How to play:

The players sit so that six cups are in front of each player. Player #1 picks up all the beans from any of the cups on their side of the game board. Beginning with the cup to the left of the cup s/he chose to empty, the player drops one bean in each cup, going counterclockwise, until all the beans in their hand are gone. The second player does the same thing. If a player drops his/her last bean in a cup with at least two or more beans in it, s/he wins all the beans in that cup. S/he puts their winnings in his cup at the end of the board. The game continues until there are no more beans left in any of the twelve cups. Each player counts the beans in his end cup. The player with the most beans wins.





West Africa Food

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

bananas	mango
beef	peanuts
chicken	rice
fish	tomato sauce
goat	yams

SESSION 12 RECIPE: BENNE CAKES

Yields 2 dozen

1 cup brown sugar, finely packed
1/4 cup butter, softened
1 egg, beaten
1/2 teaspoon vanilla extract
1 teaspoon fresh lemon juice
1 cup all-purpose flour
1/2 teaspoon baking powder
1/4 teaspoon salt
1 cup toasted sesame seeds

Directions:

- 1) Preheat the oven to 325°F.**
- 2) Lightly spray cookie sheet with oil.**
- 3) Mix together the brown sugar and butter, and beat until they are creamy.**
- 4) Stir in the egg, vanilla extract, and lemon juice.**
- 5) Add flour, baking powder, salt, and sesame seeds.**
- 6) Drop by rounded teaspoons onto the cookie sheet 2 inches apart.**
- 7) Bake for 15 minutes or until the edges are browned.**
- 8) Enjoy!**

Read more at: <http://www.food.com/recipe/benne-cakes-sesame-cookies-133874?oc=linkback>

SESSION 13 RECIPE: MATOKE

4 to 6 servings

Ingredients

6 to 8 plantains or green bananas peeled and diced (can be purchased in Latino or Asian grocery stores)
1 lemon, juice only
2-3 tbs oil
1 onion, chopped
1 bell pepper, chopped
3 or 4 cloves of garlic, minced
3-4 chile peppers, finely chopped
1 tbs ground coriander
2 cups tomatoes, seeded and chopped
2 cups water or beef stock
Salt -- to season

Directions

- 1. Toss the plantains with the lemon juice and set aside.**
- 2. Heat the oil in a large pot over medium-high flame. Add the onions and bell pepper and saute until the onion is cooked through and translucent, about 3 or 4 minutes. Add the garlic, chile peppers and coriander and saute for another minute or so.**
- 3. Stir in tomatoes and cook for another 2 or 3 minutes.**
- 4. Add the beef stock or water and season with salt. Bring to a boil, then reduce heat to medium-low, cover and simmer for about 20 minutes.**
- 5. Stir in the plantains and simmer for another 30 to 40 minutes, or the plantains have softened. Adjust seasoning and serve hot.**

You need a special, extra-green type that is used specifically for cooking. Many Latin and Asian markets carry them.

SESSION 13 RECIPE: UGALI

4 to 6 servings

Ingredients:

- **4 cups water**
- **2 tsp salt**
- **2 cups white cornmeal, finely ground**

Directions:

- 1. Bring the water and salt to a boil in a heavy-bottomed saucepan. Stir in the cornmeal slowly, letting it fall through the fingers of your hand.**
- 2. Reduce heat to medium-low and continue stirring regularly, smashing any lumps with a spoon, until the mush pulls away from the sides of the pot and becomes very thick, about 10 minutes. Remove from heat and allow to cool somewhat.**
- 3. Place the ugali into a large serving bowl. Wet your hands with water, form into a ball and serve.**

SESSION 14 RECIPE: FRIKKADELS

Tips:

The secret of a perfect Frikkadel is to mix the mixture gently with two forks. If you over-mix you will most definitely have cannon balls. Mince meat with a higher fat content will make Frikkadel's juicier. Moisten breadcrumbs with a tablespoon of milk before adding them to the mince. Some types of bread absorb the moisture from the meat and it can dry out the Frikkadel. If your meatballs fall apart while cooking, the chances are that your ingredients are not chopped finely enough. You can mix your beef with pork

Serves 4-6

Ingredients:

1 lb mince meat (or ground beef/chicken)
2 Onions medium or 1 large finely chopped
1 Tablespoon Garlic
1 Cup finely chopped Parsley
1 Egg

3 slices Bread soaked in milk (about 1/3 cup)
1/2 Teaspoon nutmeg.
Toasted bread crumbs
Olive Oil
1 Can chopped tomatoes with herbs. Pinch of salt

Directions:

Add mince meat, onions, garlic and 1/2 cup parsley

Add the egg (beated), 3 slices bread soaked in milk salt and nutmeg. Add half of the fresh parsley

Mix everything carefully and make the meatballs using your hands.

Before cooking, sprinkle the meatballs with bread crumbs and left over parsley

Heat oil in frying pan and place Frikkadel's in oil tossing and turning until lightly brown.

Now add the can of chopped tomatoes and herbs and let it simmer slowly with lid on until the Frikkadel's are cooked to your taste, medium rare or well done. Serve with a scrumptious salad or bread (optional)

LEKKER EET! ENJOY! GENIET!

SESSION 15 RECIPE: KHEER

Serves: 2 people

Ingredients

1/4 cup short/medium grained rice

4 cups whole milk

3 Tbsp sugar

Pinch of saffron

1/4 tsp cardamom powder

1-2 tbsp nuts (almonds, pistachios, cashews)

4-5 raisins (or more if you like it)

1 tsp Ghee (preferred more than butter)



Directions

- 1. In a saucepan, heat the ghee. Add the chopped nuts along with raisins. Set aside when raisins get plump and nuts turn reddish brown.**
- 2. In the same pan, roast the rice for 2-3 minutes in low heat.**
- 3. Now add the milk. Increase the heat to med-high and let it come to a boil**
- 4. Give it an occasional stir so that the milk does not stick to the bottom. Non stick pan works great for this.**
- 5. Also take care not to let the milk burn. Even a little burn spoils the milk. Add sugar and give it a stir. Reduce the heat to medium and cook until the milk has reduced in half. Keep stirring often.**
- 6. You know it is done when the milk has reduced and also the rice has cooked and is soft (not mushy). This process takes approximately 20-30minutes**
- 7. Add rest of the ingredients - saffron, cardamom and half of the roasted nuts.**
- 8. Give it a stir until combined and serve garnished with the remaining nuts.**

You can serve it hot or cold.

SESSION 15 RECIPE: GHEE (G-EE)

Also known as clarified butter. If you are making your own ghee for kheer, prepare the session before.

Ingredients:

1 pound unsalted butter

Preparation:

- 1. Using a medium saucepan, heat butter on medium heat.**
- 2. Allow butter to melt and bring to a boil, stirring constantly. You will notice that the oil will separate itself. The top will begin to froth; remove froth.**
- 3. Allow the oil to become clear. Once clear, remove from heat and allow to cool for 15 minutes.**
- 4. After cooling, strain ghee through a very fine strainer into container or jar, or through 3-5 layers of cheesecloth.**
- 5. Put lid on container and store on shelf.**

SESSION 15: MAP OF ASIA



SESSION 16 RECIPE: SPRING ROLLS

Yields 8 rolls

Ingredients:

2 ounces rice vermicelli (thin rice sticks)

1/4 cup rice vinegar

2 teaspoons soy sauce

2 large carrots, peeled and grated

2 medium turnips or 1/2 daikon radish, peeled and grated

6 shiitake mushrooms, stems removed, thinly sliced

1/2 cup cilantro, chopped, plus additional sprigs

***optional: firm tofu cut into one inch cubes (cover tofu with paper towels to press out the excess water before cutting into cubes)**

1/3 cup mint leaves, coarsely chopped, plus additional leaves

**1/4 cup Thai basil leaves, coarsely chopped, plus additional leaves
(may substitute regular basil if you can't get the Thai variety)**

Salt to taste

8 inner romaine lettuce leaves, chopped

8 8 1/2-inch rice flour spring roll wrappers

Directions:

- 1. Place the rice noodles in a large bowl and cover with hot water. Soak for 20 minutes, or until pliable. Meanwhile, bring a large pot of water to a boil. Drain the noodles and add to the boiling water. Boil 1 minute and drain. Rinse with cold water and transfer to a bowl.**
- 2. Using kitchen scissors, cut the noodles into 2-inch lengths. Toss with 2 teaspoons of the rice vinegar and the soy sauce.**
- 3. Place the shredded carrots and turnips, slivered mushrooms, chopped herbs, and tofu in a large bowl and toss with 2 tablespoons of the rice vinegar and salt to taste.**
- 4. Place the lettuce in another bowl and toss with the remaining vinegar and salt to taste.**
- 5. Fill a bowl with warm water and place a spring roll wrapper in it just until it is pliable, about 30 seconds. Remove from the water and drain briefly on a kitchen towel. Place the wrapper on your work surface in front of you and arrange several cilantro sprigs, whole mint leaves and basil leaves, vein side up, on the wrapper. Leaving a 2-inch margin on the sides, place a handful of the carrot mixture on the wrapper, slightly nearer to the edge closest to you. Top with a handful of lettuce, then a handful of noodles.**
- 6. Fold the sides in, then roll up the spring rolls tightly, squeezing the filling to get a tight roll. Refrigerate until ready to serve.**
- 7. Serve with a dipping sauce of your choice, if desired.**
- 8. Note: If the wrapper tears when you roll it, you can moisten another wrapper and roll the torn one in it. Two wrappers will not make an overly thick roll.**

SESSION 16: MAP OF ASIA QUIZ

True or false: Afghanistan is part of the continent of Asia (Answer: true)

According to your map, name at least three countries that are close to India? One bonus point for each additional correct answer (Answers include: Pakistan, China, Nepal, Bhutan, Bangladesh, Burma and Afghanistan)

True or false: English is one of the official languages of India (Answer: true)

What is the capital of India (Answer: New Delhi)

True or false: South Korea is a Communist country (Answer: false)

Name the island country that is south of India (Answer: Sri Lanka)

Name the official language of China (Answer: MANDARIN Chinese)

Where country does sushi come from? (Answer: Japan)

What is the name of the country directly above China? (Answer: Mongolia)

SESSION 17 RECIPE: VIGAN LLOCOS EMPENADAS (PRONOUNCED YO-COHS)

The Challenge: Making the casing (dough) as thin as possible

Dough Ingredients:

1 1/2 cup Mochiko Rice Flour
Orange food coloring (optional)
1/2 cup Water
1 tbsp. Oil
***Cooking Oil for deep frying**

Filling Ingredients:

1 Green UN-Ripe Papaya (grated)
4 pcs. Longganisa Sausage Chopped (remove from its casing) OR ground turkey or beef 1/2
Chopped Onion
1 Garlic Clove Finely Chopped
6 Eggs
Salt
Pepper

INSTRUCTIONS:

Dough:
Mix ingredients in a bowl and knead dough lightly.
Take about a 2-3 tablespoons of dough and flatten with rolling pin.
Set aside while you make your filling. Before you make your filling preheat your deep fryer or pan by adding the cooking oil and set aside.

Filling:
In another skillet pan saute garlic and onions in oil. Add Longganisa Sausage and season with salt and pepper to desired.
When sausage is cooked put in a bowl and mix it a little to cool it down. Wait 2-3 minutes and mix in grated papaya.
Spoon out 2-3 tablespoons of filling to flattened dough and crack a piece of fresh egg. Seal the sides and deep fry in the preheated deep fryer or pan. Place Empanadas in a plate topped with plenty of paper towels to blot oil. Serve in another clean platter and with sweet chili dip or garlic vinegar on the side



SESSION 18 RECIPE: DDUKBOKKIE

Serves 4-6

Ingredients: (Can be found in Asian and/or Korean grocery stores)

1 pound of cylinder shaped rice cake*, bought or homemade.

(Use a little more if you're not adding hard boiled eggs)

and fish cakes)

4 cups of water

7 large size dried anchovies, with heads and intestines removed*

6 x 8 inch dried kelp*

1/3 cup hot pepper paste*

1 tbs hot pepper flakes

1 tbs sugar

3 green onions, cut into 3 inch long pieces

2 hard boiled eggs, shelled (optional)

1/2 pound fish cakes* (optional)

*** can be found in Asian and/or Korean grocery stores)**

Directions:

1. Add the water, dried anchovies, and dried kelp to a shallow pot or pan.
2. Bring to a boil for 15 minutes over medium high heat without the lid.
3. Combine hot pepper paste, hot pepper flakes, and sugar in a small bowl.
4. Remove the anchovies and kelp from the pot and add the rice cake, the mixture in the bowl, the green onion, and the optional fish cakes and hard boiled eggs.
5. Stir gently with a wooden spoon when it starts to boil.
6. Keep stirring until the rice cake turns soft and the sauce thickens and looks shiny, which should take about 7 to 10 minutes.

Remove from the heat and serve hot.

Recipe (including a how-to video) can be found at: <http://www.maangchi.com/recipe/ddukbokkie>



SUPPLEMENTAL SESSION 1

Recipe suggestions:

Street food

<http://www.gourmet.com/recipes/2000s/2012/08/street-food-recipes/street-food-recipes#slide=5>

Asian

<http://www.cookinglight.com/food/quick-healthy/quick-easy-superfast-asian-recipes-00400000047614/page2.html>

Central American

<http://www.food.com/recipes/central-american>

North Africa

<http://www.daringgourmet.com/2013/02/21/koshari-national-dish-of-egypt/>

<http://www.thegutsygourmet.net/africa.html>

Everywhere

<http://www.thegutsygourmet.net/#world%20recipes>

SUPPLEMENTAL SESSION 2

Secret ingredient suggestions:

Tofu

Egg

Canned beans

Chicken

Corn

Tomatoes

Carrots

Spinach

Citrus fruit

Berries

Apple

Peanut/Almond butter

Cheese

Honey

Salt

Sugar

Stock ingredient suggestions:

Tortillas

Quinoa

Oatmeal

Buns/Bread

Rice

Potatoes

Pasta

Pita