

Food, Culture, & Reading

A Facilitator's Guide for Grades 4-6



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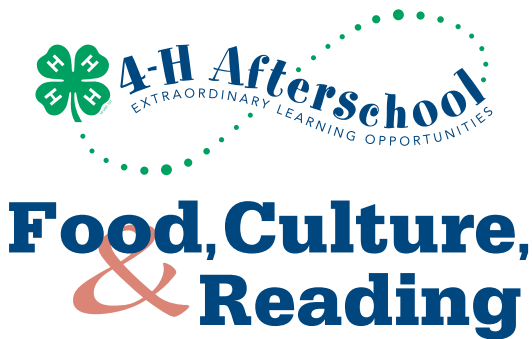
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Food, Culture, and Reading is a nutrition education program targeted to youth in grades four to six in the classroom, after school programs, 4-H clubs, home schools, school-enrichment programs, camps, and other youth groups. It uses literature to learn about food, nutrition, healthy living, and different cultures.

Through a wide variety of experiential activities, youth will be able to recognize a variety of healthful foods within each MyPyramid food group, taste new foods from other cultures, explore the similarities of foods, and develop an understanding and appreciation of cultures that are different from their own.

Project Goals

Food, Culture, and Reading includes the following:

- An introduction to MyPyramid
- Literature-based look at cultures and foods found around the world
- Cooking activities to better understand MyPyramid, healthy living, and other cultures
- Physical activities to augment healthy living
- Take-home activities
- Appendix including a glossary

The objectives of *Food, Culture, and Reading* are to give young people the opportunity to:

- Learn basic facts about healthy living and eating a healthy diet
- Gain knowledge about different cultures through reading and exploring international foods
- Stimulate an interest in improving their daily food choices
- Relate to other youth in the world

Scheduling and Planning

When planning your sessions, please keep in mind the following:

- Each unit will take a few sessions to complete. You will be able to combine a few activities, depending on your group and size (for example: reading with physical activity; nutrition with cooking).
- If your group meets immediately after school, provide a snack by using a recipe found in the project online.
- If your program has a routine schedule, adjust Food, Culture, and Reading to meet your regular time sequence—such as including physical activity after a snack and then completing reading, culture, and other activities.
- Order books and MyPyramid supplies before you start the program.

Project Online

Food, Culture, and Reading Project Online is an exciting addition to the National 4-H Afterschool curriculum. Look for the online logo shown throughout the series as a reminder to go to the site for supporting activities, additional recipes, worksheets, handouts, additional literature, other interesting sites, Take-home activities in Spanish, and much more.

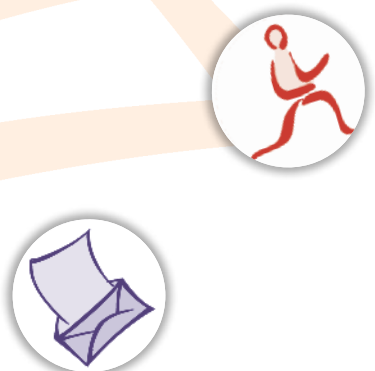


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Using this Guide

The MyPyramid designed by the United States Department of Agriculture is a graphic representation to help Americans make healthy food choices and to be physically active every day. It is an excellent guide for youth to follow when developing healthy habits.

Each unit is divided into six activities based on a single culture, a featured book, and a food group from MyPyramid. Each unit includes the following activities:



Reading: An activity based on a book related to a specific culture and the food they eat



Nutrition: An activity based on the identified culture and a specific food group from MyPyramid



Cooking: An activity focused on making a recipe from the identified culture and using foods from the specified food group



Physical Activity: A physical activity enjoyed by youth from the identified culture



Cultural Experience: An activity focused on learning more about the identified culture and the foods they eat



Take-home Activity: An informational letter to parents or guardians describing the specific food group and including health information, a recipe to share with their youth, and an activity for them to do at home. The Project Online includes the Take-home Activity in Spanish.

In each activity you will find:

Life Skill: The 4-H Life Skill that corresponds with the learning in the activity

Project Skill: The goal of the activity

Education Standards: The Education Standards that correspond with the learning in the activity

Success Indicator: What the youth will learn in the activity

Time Required: The time required for the activity

Suggested Group Size: The optimum group size for the activity

Supplies Needed: Supplies needed for the activity

Top It!

Food is a dish many people enjoy. In many cultures, food is a special part of life. This activity will help you learn about the food of a specific culture and how to make it. You will also learn about the health benefits of the food group it belongs to.

How to use a recipe

- Read through entire recipe to understand ingredients and directions.
- Find all the ingredients and supplies.
- Wash hands and let food sit for 15 minutes.
- Follow directions step-by-step.
- Clean up: wash dishes, put ingredients away.
- Service customers.

Working hands: The best way to create a perfect pizza!

Talk it Over

Share

- Describe the multicultural pizza you made. How is your pizza different from the pizza that others made? How is it the same?
- What did you enjoy most about this making your pizza?
- How can you share the directions for making your pizza with your friends?

Process

- Why is it important to follow a recipe step-by-step?
- What steps did you take to create your own multicultural pizza?
- How did they remind you to decide on toppings for your multicultural pizza?

Generalize

- People around the world enjoy pizza. Explain why this might be the case. Why might people enjoy a multicultural pizza?
- How does eating foods from around the world enhance your daily diet?

Apply

- What other things do you do that require following directions?
- What other multicultural activities do you enjoy?

Bites of Knowledge

For some people, this will be their first introduction to cooking. Others may be experienced cooks who just want to try a new recipe. However, for all youth, it is important to learn the basics of safe, important cooking safety and sanitation rules.

- Always wash your hands before preparing or eating food.
- Wash your hands with warm, soapy water.
- Apply soap and scrub your hands for at least 20 seconds. Be sure to work between fingers and under fingernails.
- Rinse with clean water.
- Dry with a clean towel.
- Clean and sanitize the food preparation surface with a mixture of 1 teaspoon bleach and 3 cups water before you start and between preparing one food and the next.
- Keep cold foods cold and hot foods hot. Keep cold foods in the refrigerator and preparation time. Never let hot or cold foods sit at room temperature for more than two hours.
- Always wash food before you eat it, even if they will be cooked or cooked.
- Never reuse food that has sat on the floor.
- Don't sneeze or cough near the food. People with colds should not participate in food preparation.

Spice it up

- Ask youth to make a shopping list using ingredients in a recipe. Let the youth shop locally for the ingredients. They can then prepare the recipe. They can then share the recipe with their friends. They can then share the recipe with their friends. They can then share the recipe with their friends.

Project Online

For more information, visit www.4-H.org/curriculum/for

The Activity: The experiential activity providing youth with an opportunity to learn about a new culture through reading, nutrition, physical activity, and cooking

Talk it Over: Questions to ask youth after completing the activity to help them process what they have learned

Bites of Knowledge: Additional information supporting the activity

Spice It Up: Additional activities to do with the group to support or augment the main activity

Did You Know? Fun facts about the subject covered in an activity

Words to Know: Vocabulary words used in the activity and defined in the glossary

In addition, this curriculum provides a glossary for words highlighted in the activities and an appendix of reproducible activity sheets used in various activities.



4-H Life Skills

Life skills are defined as abilities, knowledge, attitudes, and behavior that must be learned for success and happiness. Life skills enable people to adapt to and master their life situations. Through development of life skills, youth learn to live comfortably with others, express their own feelings safely, love life, and welcome new experiences. Some skills are more important than others at different ages.



Throughout each lesson, the following life skills are addressed through the many activities:

- Learning to Learn—Draws upon experience and prior knowledge
- Learning to Learn—Interprets and applies new knowledge and experiences
- Making Decisions—Applies rules and principles to a situation
- Managing Self—Actively seeks self-improvement opportunities
- Healthy Living Choices—Understands the benefits of keeping fit
- Healthy Living Choices—Shares the benefits of staying fit with others

For more information on national content standards - physical education, visit:

www.aahperd.org/NASPE/template.cfm?template=publicationsnationalstandards.html

and

www.aahperd.org/aahe/pdf_files/standards.pdf

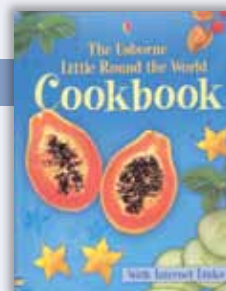
Featured Books

Locate or order the featured books for each unit prior to starting the Food, Culture, and Reading program.

If you can not find the featured book, please use the alternate book that is suggested. To supplement activities or to encourage extra reading, additional resource books are listed at the Project Online website.

Unit 1: United States and MyPyramid

Featured book: *The Usborne Little Round the World Cookbook (Children's World Cookbook II)* by Angela Wilkes and Fiona Watt. (Usborne Publishing, 2004. Hardcover.) ISBN: 0794508073



This book includes more than forty simple, delicious recipes from around the world with great photos.

Cover Image—Reproduced from *The Little Round the World Cookbook* by permission of Usborne Publishing, 83-85 Saffron Hill, London EC1N 8RT, UK. www.usborne.com Distributed in the USA by EDC Publishing, 10302 E. 55th Place, Tulsa, OK 74146, www.edcpub.com/corp Copyright©2004 Usborne Publishing Ltd.

Alternate book: *Let's Eat! What Children Eat Around the World* by Beatrice Hollyer. (Oxfam, 2004. Hardcover.) ISBN: 0805073221

Colorful photographs detail the lives of five youngsters from around the world: their homes, families, traditions, and typical foods. Each section also explores a special day in one child's life and the role of food in it: a wedding in South Africa, a fiesta in Mexico, a day out with Dad in Thailand, and a birthday in India.

Alternate book: *Travel-the-world Cookbook* by Pamela Marx. (Good Year Books, 1996. Paperback.) ISBN: 067336254-X

This cookbook is organized by continents. Each recipe includes information on kitchen tools needed, ingredients, directions for food preparation, an interesting food fact as well as a cultural fact, and an activity related to the continent.

Unit 2: Mexico and Grains

Featured book: *Too Many Tamales* by Gary Soto. (Penguin Putnam Books for Young Readers, 1993. Paperback.) ISBN: 0-698-11412-4.



Maria tries on her mother's wedding ring while helping make tamales for a Christmas family get-together. Panic ensues when, hours later, she realizes the ring is missing.

Cover Image—Reprinted by permission of Penguin Young Readers Group.

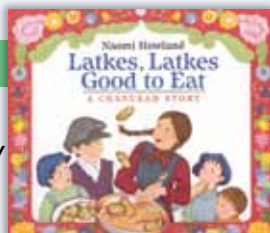
Alternate book: *The Tortilla Factory* by Gary Paulson. (Voyager Books, 1998. Paperback.) ISBN: 0152016988

This book describes how corn is harvested and made into tortillas.

Featured Books *Continued*

Unit 3: Russia and Vegetables

Featured book: *Latkes, Latkes Good To Eat: A Chanukah Story* by Naomi Howland. (Clarion Books, 1999. Paperback.)
ISBN: 0-618-49295-X



This appealing tale is about a girl who does a kind deed for an old woman, who gives her a magic pan that will fry up latkes.

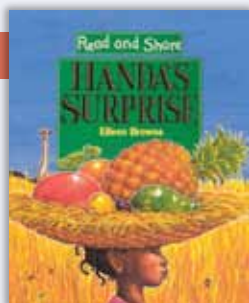
Cover Image—*Latkes, Latkes Good To Eat A Chanukah Story* Copyright © 1999 by Naomi Howland. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

Alternate book: *Latkes and Applesauce: A Hanukkah Story* by Fran Manushkin. (Scholastic, 1992. Paperback.)
ISBN: 0590422650

A poor family struggles to make ends meet when an enormous snow storm keeps them from getting supplies. When they realize they will have no potatoes for latkes at Hanukkah, they come across a cat and a dog. Despite the fact that they can't feed themselves, they take the pets in. In this spirit of sharing, the pets have a surprise of their own.

Unit 4: Kenya and Fruits

Featured book: *Handa's Surprise* by Eileen Browne. (Candlewick Press, 1994. Paperback.)
ISBN 0-7636-0863-7



Handa carries seven delicious fruits to her friend Akeyo as a surprise. But thanks to some hungry animals she meets along the way, it's Handa who's in for a surprise!

Cover Image—*Handa's Surprise*. Copyright ©1994 by Eileen Browne. Reproduced by permission of the publisher, Candlewick Press, Inc., Cambridge, MA, on behalf of Walker Books Ltd., London.

Alternate book: *Mama Panya's Pancakes: A Village Tale from Kenya* by Mary Chamberlin and Rich Chamberlin. (Barefoot Books, 2006. Paperback.)
ISBN: 1905236646

Mama Panya and her son, Adika, are going to the market to buy ingredients to make pancakes for dinner. A recipe, map, details about daily life, and facts about Kiswahili and Kenya are included.

Unit 5: Greece and Milk

Featured book: *The Gods and Goddesses of Olympus* by Alikì. (Harper Trophy, 1994. Paperback.)
ISBN-13: 978-0-06-446189-4.



Long ago in ancient Greece, people created stories—myths—to explain the mysteries of life. These myths told of gods and goddesses, fearful monsters, brave heroes, and mysterious beauties. The awesome Olympians of Greek mythology come to life as Alikì skillfully weaves many of the tales that have fascinated children for generations.

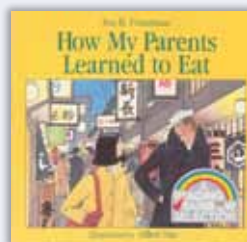
Cover Image—Used by permission of Harper Collins Publishers.

Alternate book: *Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology* by William F. Russell. (Three Rivers Press, 1992, Paperback.)
ISBN: 0517588374

The most complete collection of Greek and Roman myths specially arranged to be read aloud.

Unit 6: Japan and Meats & Beans

Featured book: *How My Parents Learned to Eat* by Ina R. Friedman. (Houghton Mifflin, 1984. Paperback.)
ISBN-10: 0395442354
ISBN-13: 978-0395442357



Friedman has created a delightful, original, and very funny book that goes far beyond simple table manners. Realistic yet slightly stylized illustrations are done in muted watercolors that catch the nuances of Japanese culture. The book is wonderfully thought-provoking in its portrayal of the subtle similarities and differences among cultures.

Cover Image—*How My Parents Learned to Eat* by Ina R. Friedman, illustrations by Allen Say. Jacket copyright © 1984 by Allen Say. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

Alternate book: *The Story of Chopsticks* by Yin Chang Compestine. (Holiday House, 2001. Hardcover.)
ISBN: 0823415260

When Kuai cannot get enough to eat, he begins using sticks to grab food too hot for his hands.

Activity Supplies

Order or download these supplies prior to starting this project book.

MyPyramid for Kids:

- Order free MyPyramid for Kids poster, Tips for Families, and MyPyramid mini poster at the Team Nutrition website: www.fns.usda.gov/tn/kids-pyramid.html
- Click on MyPyramid for Kids coloring page, MyPyramid for Kids poster, and MyPyramid for Kids worksheet to download a pdf document at the Team Nutrition website: www.fns.usda.gov/tn/kids-pyramid.html
- Click on "MyPyramid Plan" to get a quick estimate of what and how much food a child should eat from different food groups by entering their age, gender, and activity level. www.MyPyramid.gov

Food models:

- Download two sets of fish game cards in color to use with each lesson. Remove food group names. Cut and laminate. www.fns.usda.gov/tn/Resources/go-fish_color.pdf
- At <http://mypyramid.gov>, go inside the pyramid to each group color section to download and print pictures from picture gallery. It would be best to print on a color printer and laminate.
- Or, purchase a set of educators full-color, serving-sized cardboard photos of 200 food models with nutritional information on the back of each (item # 0012N) from your regional Dairy and Food Council office or from the National Dairy Council, 10255 West Higgins Road, Suite 900, Rosemont, IL 60018-5616, or call 1-800-426-8271.
- Or, instead of purchasing food models or downloading, substitute food pictures cut out from magazines, grocery ads, seed catalogs, etc., or color food shapes from coloring books or clip-art programs.

World map:

- www.eduplace.com/ss/maps/world.html
(Need Adobe Reader to access map)
Click on World: Continents
- <http://worldatlas.com/aatlas/worldout.htm>
Print from this page



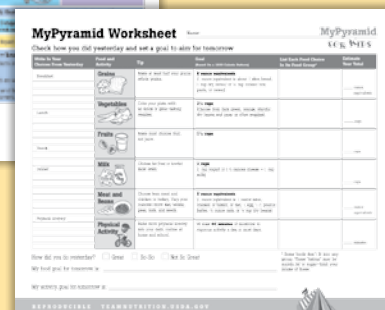
MyPyramid for Kids poster



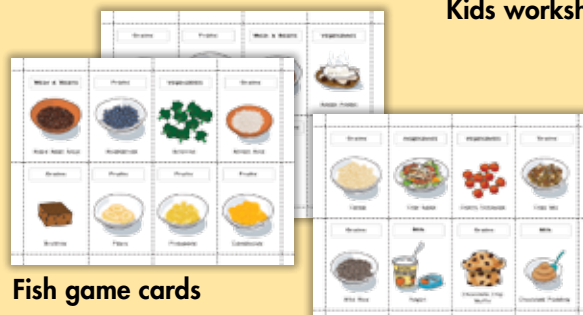
MyPyramid for Kids mini poster



MyPyramid for Kids coloring page



MyPyramid for Kids worksheet



Fish game cards

The Experiential Model

The activities in *Food, Culture, and Reading* were developed using the Experiential Learning Model. Activities strive to involve youth in activities that require them to experience, share, process, generalize, and apply what they have learned to other parts of their lives. The activity comes first; the “learning” comes from the “discovery” of new knowledge and skills as a result of the experience. This is the “learn-by-doing” process.

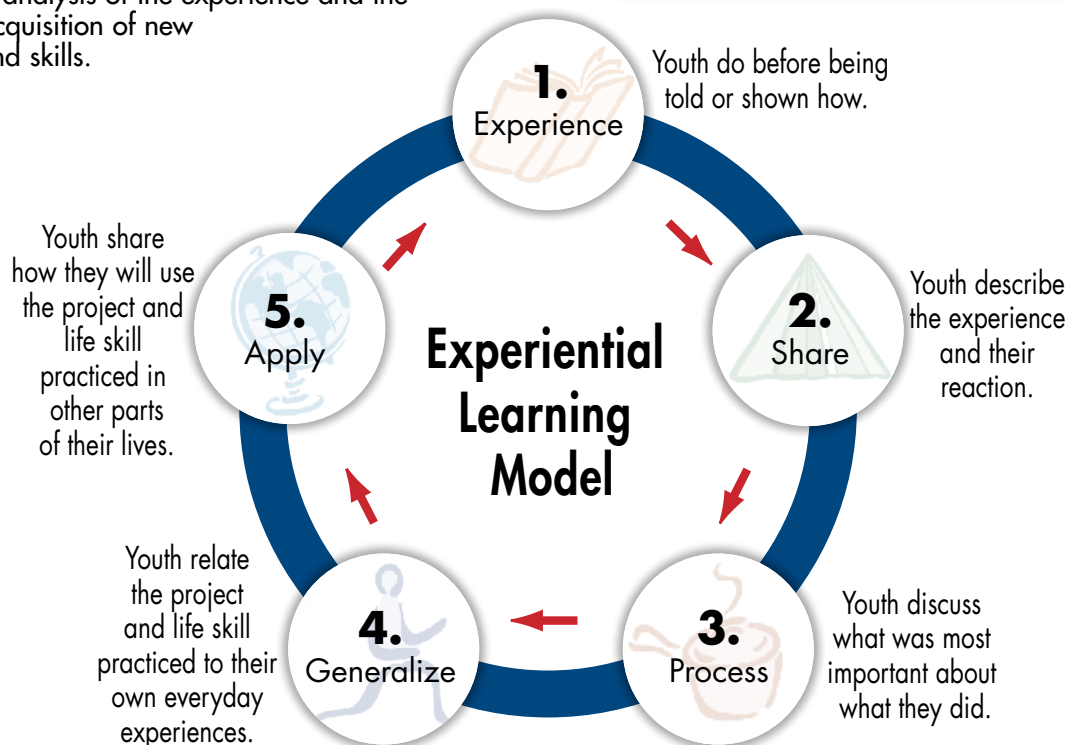
Hands-on involvement is the most effective method for learning this material. It helps youth learn personal initiative, hard work, patience, and deferred gratification. If youth need assistance completing a task, you should guide them, but not by doing the work for them. This may rob youth of learning by trial and error, practicing skills, and becoming competent and capable.

Throughout the lessons, step-by-step information is provided for you, the youth educator. Use the questions listed in the Talk it Over section of each activity to encourage the young person to think about what he or she has learned from the experience. Most of the questions do not have an exact answer. In providing an opportunity for feedback, the purpose of the questions is to promote analysis of the experience and the subsequent acquisition of new knowledge and skills.

Youth Educator's Role

At the center of this experiential process is the youth educator. For youth to gain the most from this learning experience, the youth educator should:

- Help the youth **focus** on the activity.
- Provide **support** for the learning as it is taking place. Serve as a resource person to help connect the young person with the community, resource materials, and others knowledgeable about other cultures, nutrition, and healthy living.
- Provide **feedback** as the youth moves through the activity process. Help the young person to think about what he or she is experiencing and learning through active listening and open-ended questioning.
- **Debrief** the youth to determine what was done well, what could have been done differently, and where to go from here.



Country Profiles

Unit 1 - United States of America

The United States is located in the continent of North America and is bordered by Canada and Mexico.

Full name: United States of America

Population: 300 million (US Census Bureau estimate, 2006)

Capital: Washington DC

Largest city: New York City

Area: 9.8 million sq km (3.8 million sq miles)

Major language: English

Major religion: Christianity

Life expectancy: 75 years (men), 80 years (women) (UN)

Monetary unit: 1 US dollar = 100 cents

Main exports: Computers and electrical machinery, vehicles, chemical products, food and live animals, military equipment and aircraft

Unit 2 - Mexico

This country is located southwest of the United States. Mexico is a nation where affluence, poverty, natural splendor and urban blight rub shoulders.

Full name: United Mexican States

Population: 106.4 million (UN, 2005)

Capital: Mexico City

Area: 1.96 million sq km (758,449 sq miles)

Major language: Spanish

Major religion: Christianity

Life expectancy: 72 years (men), 77 years (women) (UN)

Monetary unit: 1 peso = 100 centavos

Main exports: Machinery and transport equipment, mineral fuels and lubricants, food and live animals

Unit 3 - Russia

Russia is a very large country that is almost one-sixth of the earth's surface and stretches over two continents, from the Siberian tundra to the marshes of St. Petersburg.

Full name: Russian Federation

Population: 143.8 million (UN, 2006)

Capital: Moscow

Area: 17 million sq km (6.6 million sq miles)

Major language: Russian

Major religions: Christianity, Islam

Life expectancy: 59 years (men), 72 years (women) (UN)

Monetary unit: 1 rouble = 100 kopecks

Main exports: Oil and oil products, natural gas, wood and wood products, metals, chemicals, weapons and military equipment

Unit 4 - Kenya

Situated on the equator on Africa's east coast, Kenya has been described as "the cradle of humanity."

Full name: The Republic of Kenya

Population: 34.3 million (UN, 2005)

Capital: Nairobi

Area: 582,646 sq km (224,961 sq miles)

Major languages: Swahili, English

Major religion: Christianity

Life expectancy: 48 years (men), 46 years (women) (UN)

Monetary unit: 1 Kenya shilling = 100 cents

Main exports: Tea, coffee, horticultural products, petroleum products

Unit 5 - Greece

Situated in the far south of the Balkan peninsula, Greece combines the towering mountains of the mainland with over 1400 islands, the largest of which is Crete.

Full name: The Hellenic Republic

Population: 11 million (UN, 2005)

Capital: Athens

Area: 131,957 sq km (50,949 sq miles)

Major language: Greek

Major religion: Christianity

Life expectancy: 76 years (men), 81 years (women) (UN)

Monetary unit: 1 euro = 100 cents

Main exports: Textiles and clothing, food, oil products

Unit 6 - Japan

Japan is made up of four separate islands located off the coast of eastern Asia.

Full name: Japan

Population: 127.7 million (UN, 2006)

Capital: Tokyo

Area: 377,864 sq km (145,894 sq miles)

Major language: Japanese

Major religions: Shintoism, Buddhism

Life expectancy: 78 years (men), 85 years (women) (UN)

Monetary unit: yen

Main exports: Vehicles, computer parts, chemicals, scientific instruments and watches



Source: BBC News

Educational Standards and Success Indicators



Unit 1: United States and MyPyramid

Unit and Activity	Life Skill	Project Skill
Reading: Visiting Our Small World	Learning to Learn – Interprets and applies new knowledge and experiences	Discovering and identifying foods from around the world
Nutrition: Get Healthy	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Understanding the purpose of MyPyramid and identifying a variety of foods
Cooking: Top It!	Making Decisions – Applies rules and principles to a situation	Creating new recipes
Physical Activity: Get Moving!	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: Traveling Foods	Learning to Learn – Interprets and applies new knowledge and experiences	Recognizing the origin of foods

Unit 2: Mexico and Grains

Unit and Activity	Life Skill	Project Skill
Reading: Tamale Turmoil	Learning to Learn – Interprets and applies new knowledge and experiences	Making a recipe box to illustrate the relationship between holiday celebrations and food
Nutrition: Finding Whole Grains	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Identifying the Grains Group of MyPyramid
Cooking: Cooking in Mexico	Making Decisions – Applies rules and principles to a situation	Creating new recipes
Physical Activity: Fun in Mexico! Balero!	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: May I Take Your Order?	Learning to Learn – Interprets and applies new knowledge and experiences	Identifying the grains that are used to make sandwiches

Unit 3: Russia and Vegetables

Unit and Activity	Life Skill	Project Skill
Reading: Tales of a Magic Frying Pan	Learning to Learn – Interprets and applies new knowledge and experiences	Communicating in different ways about food
Nutrition: Vegetable Rumba	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Accessing health information from the Vegetables Group of MyPyramid
Cooking: Luscious Latkes	Making Decisions – Applies rules and principles to a situation	Following a healthy recipe containing vegetables
Physical Activity: Mystery Bag	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: Amazing Colored Russian Eggs	Learning to Learn – Interprets and applies new knowledge and experiences	Analyzing the origins of the foods we eat



RUSSIA



Educational Standard	Success Indicator
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 4: Knows the physical and human characteristics of places.	Identifies foods from around the world
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Describes the purpose of MyPyramid and identifies a variety of healthy foods from MyPyramid from around the world
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Creates a healthy snack using different ingredients
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes daily physical activity is part of healthy living
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 4: Knows the physical and human characteristics of places.	Recognizes the different origins of the foods we eat

Educational Standard	Success Indicator
Analyze the influence of family, peers, culture, media, technology and other factors of health behaviors – identify the influence of culture on health practices and behaviors	Makes a recipe box for foods used at holiday celebrations
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Identifies the Grain Group on MyPyramid
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Creates a healthy snack using different ingredients
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes daily physical activity is part of healthy living
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 4: Knows the physical and human characteristics of places.	Identifies countries where grains, used for sandwiches, are grown and eaten

Educational Standard	Success Indicator
Analyze the influence of family, peers, culture, media, technology and other factors of health behaviors – identify the influence of culture on health practices and behaviors	Communicates a story that provides a message
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Accesses information from MyPyramid to understand that a variety of vegetables are necessary for a healthy diet
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Follows a recipe to produce a Russian vegetable dish
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes that daily physical activity is a part of healthy living
Analyze the influence of culture, media, technology, and other factors on health	Analyzes the origins of the foods we eat



Unit 4: Kenya and Fruit

Unit and Activity	Life Skill	Project Skill
Reading: The Disappearing Fruit Mystery	Learning to Learn – Draws upon experiences and prior knowledge	Communicating through wordplay and riddles
Nutrition: Rainbow of Fruit	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Accessing health information from the Fruits Group of MyPyramid
Cooking: Shake It Up	Making Decisions – Applies rules and principles to a situation	Following a healthy recipe containing fruits
Physical Activity: Walk the Walk	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: Map It!	Learning to Learn – Interprets and applies new knowledge and experiences	Analyzing the origin of fruits, how they are transported and the cultures in which they are grown and eaten

Unit 5: Greece and Milk

Unit and Activity	Life Skill	Project Skill
Reading: Pitch It!	Learning to Learn – Draws upon experiences and prior knowledge	Designing and writing nutrition-related advertisements based on the Milk Group from MyPyramid
Nutrition: Drink It UP	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Accessing health information from the Milk Group of MyPyramid
Cooking: Greek Delights	Making Decisions – Applies rules and principles to a situation	Following a healthy recipe containing milk products
Physical Activity: Carry the Weight	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: Milking the Facts	Learning to Learn – Draws upon experiences and prior knowledge; interprets and applies new knowledge and experiences	Designing a game to learn about Greek culture and the Milk Group

Unit 6: Japan and Meat & Beans

Unit and Activity	Life Skill	Project Skill
Reading: Haiku Festival	Learning to Learn – Draws upon experiences and prior knowledge	Writing haikus to show the influence of culture on diets
Nutrition: What's to Eat?	Learning to Learn – Interprets and applies new knowledge and experiences Managing Self – Actively seeks self-improvement opportunities	Accessing health information from the Meat and Beans Group of MyPyramid
Cooking: Sukiyaki Special	Making Decisions – Applies rules and principles to a situation	Following a healthy recipe containing meats and beans
Physical Activity: Having Fun in Japan	Healthy Living Choices – Understanding the benefits of keeping fit	Recognizing the importance of physical activity
Culture: Eating the Chopstick Way	Learning to Learn – Draws upon experiences and prior knowledge; interprets and applies new knowledge and experiences	Learning about different cultures through the use of chopsticks

Educational Standard	Success Indicator
Analyze the influence of family, peers, culture, media, technology and other factors of health behaviors – identify the influence of culture on health practices and behaviors Geography Standard 6: Knows how culture and experience influence people's perception of places and regions	Communicates through riddles about fruits from around the world
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Accesses information from MyPyramid to understand that a variety of fruits are necessary for a healthy diet
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Follows a recipe to make a healthy fruit drink
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes daily physical activity is part of healthy living
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 4: Knows the physical and human characteristics of places. Geography Standard 6: Knows how culture and experience influence people's perception of places and regions.	Explains the origins of fruits, the cultures where they are eaten and how transportation and processing add to the cost of fruit products

Educational Standard	Success Indicator
Analyze the influence of family, peers, culture, media, technology and other factors of health behaviors – identify the influence of culture on health practices and behaviors Geography Standard 6: Knows how culture and experience influence people's perception of places and regions	Writes advertisements for cheese products
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Compares the fat content in milk products
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Follows a recipe to make a healthy Greek dish with milk products
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes daily physical activity is part of healthy living
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 6: Knows how culture and experience influence people's perception of places and regions	Designs and plays a game to learn about the Milk Group and Greek culture

Educational Standard	Success Indicator
Analyze the influence of family, peers, culture, media, technology and other factors of health behaviors – identify the influence of culture on health practices and behaviors Geography Standard 6: Knows how culture and experience influence people's perception of places and regions	Writes a haiku to show the influence of culture on diets
Comprehend concepts related to health promotion and disease prevention Demonstrate the ability to access valid health information and health-promoting products and services	Accesses information from the Meat and Beans Group of MyPyramid to design a meal plan
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Follows a recipe to make a healthy Japanese dish with meats and beans
Demonstrates the ability to practice health-enhancing behaviors and reduce health risks	Plays and recognizes daily physical activity is part of healthy living
Analyze the influence of culture, media, technology, and other factors on health Geography Standard 6: Knows how culture and experience influence people's perception of places and regions	Learns about the Japanese culture by using chopsticks to eat



Reading

Unit 1: United States and MyPyramid

Life Skill: Learning to Learn—
Interprets and applies new knowledge
and experiences

Project Skill: Discovering and
identifying foods from around the
world

Education Standards:

Analyze the influence of culture,
media, technology, and other factors
on health

Geography Standard 4: Knows the
physical and human characteristics
of places.

Success Indicator: Identifies foods
from around the world

Time Required: One hour

Suggested Group Size:
Any

Supplies Needed

- ☐ *The Usborne Little Round the World Cookbook* (Children's World Cookbook II) by Angela Wilkes and Fiona Watt
- ☐ Construction paper
- ☐ Yarn
- ☐ Glue
- ☐ Scissors
- ☐ Colored marker pens
- ☐ Magazines, supermarket advertisements, or Internet access

Words to Know

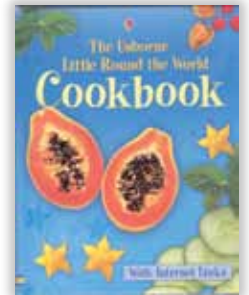
Culture
Diversity
Healthy living
Heritage
Immigrants
Nutrition

Visiting our Small World

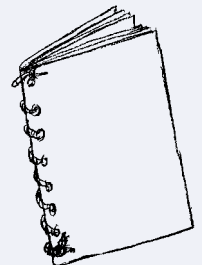
The story of the United States is the story of the lives and courage of **immigrants**. Over the years, people from all around the world have come to the U.S., bringing with them their **culture**, religion, stories, celebrations, and **heritage**. The richness of this mix of cultures is reflected in the foods we eat. A drive down Main Street, USA reveals our immigrant heritage in the selection of restaurants lining the street. Americans enjoy dishes in restaurants serving cuisine from such places as Mexico, Germany, Italy, Thailand, China, the Caribbean, France, and Japan.

The Activity

Another place where American **diversity** is found is along the aisles of a supermarket. Exploring the variety of foods available in the supermarket gives us a glimpse into the cultural diversity found in the United States.



1. The *Usborne Little Round the World Cookbook* by Angela Wilkes and Fiona Watt identifies a variety of foods from around the world that are often found in local supermarkets and enjoyed by families in the United States. Allow the youth time to browse through the book to become familiar with its contents. Youth will make his or her own version of a book, entitled *My Little Round the World Food Favorites*. Ask each youth to do the following:
2. Make a list of six foods commonly served in your home. Using *The Usborne Little Round the World Cookbook*, the Internet, a cookbook, the library, or other resources, find out where these foods originated or are traditional dishes, and include this information on the list.
3. Using the list, organize and construct a book entitled *My Little Round the World Food Favorites* following these steps:
 - a. Fold a stack of four sheets of construction paper in half.
 - b. Punch six to eight holes along the folded edge of the stack using a hole-punch.
 - c. Thread a two-foot piece of yarn through the holes to sew the paper together into a book. Knot the yarn to hold the pages in place.
 - d. Cut photos of the foods from the list out of magazines or grocery store advertisements. Use the Internet to find and print pictures of these foods.
 - e. Starting with the second page, glue the photos into the book—one food photo per page. Label the foods and include their country of origin or where they are a traditional dish. Write a sentence describing the food's taste, texture, shape, or other distinguishing feature.
 - f. Decorate the cover of the book with photos or drawings of food. Include the title of the book and your name.
 - g. Share the book with the group.



Talk it Over

Share

- What foods does your family enjoy at home?
- Which of those foods did you put on your book?
- What are some foods your family buys?
- From what countries do these foods originate?

Process

- Compare your books to the books of others in your group. What were the differences and similarities?
- How does your family heritage affect the foods you eat?
- Why is it important to know your family food heritage?
- How are the foods you eat affected by people from other countries?

Generalize

- Why is the United States often referred to as a “melting pot” of cultures?
- Why might it be easier for an American to try different foods than someone from another country?
- What do you learn about other countries by eating food?

Apply

- What are some other ways to learn about other countries?
- How can you expand your family’s list of foods from other countries?
- How does knowing where food heritages come from help learn about diversity?

Did You Know?

Although many people shop at supermarkets, there are many other places foods can be purchased or obtained. People may shop at open-air markets, farmer’s markets, and natural food stores. They can also use home-delivery services, or grocery shop on the Internet. Some people grow most of their fresh vegetables and fruits in their own home garden. Some folks even raise their own poultry for meat and eggs, tend to cows or goats for meat and milk products, and bring up other animals for various foods and delicacies.

Bites of Knowledge

The diversity of foods found in the United States is a reflection of the diversity of people making up our communities. A look at the variety of foods we eat is a good place to start a discussion about good **nutrition** and **healthy living**. Everything we eat is not necessarily good for us; thus, an important component of healthy living is making well-informed food choices. With so many tasty foods springing from our diverse culture, we want to become informed consumers of nutritional, healthy foods.

What is “healthy eating”? The United States Department of Agriculture developed a series of messages that define healthy eating, as demonstrated by the graphic, MyPyramid. We will be exploring these in subsequent activities, but to eat a healthy diet you should:

- Make half your grains whole
- Vary your veggies
- Focus on fruits
- Get your calcium-rich foods
- Go lean with protein
- Fats and sugars—know your limits

Spice it up

- Foods found in a supermarket come from all around the world. Using a world map, ask each youth to locate their home state. Put a sticker on this location. Put a sticker on the different countries represented by the different foods found in their book, *My Little Round the World Food Favorites*. Let them share their book and map with the group.
- Have youth ask a family member about their family’s history and heritage. Then have them write a story about their family and how they came to America, including a paragraph about the foods they like to eat.



Project Online

Food, Culture, & Reading

www.4-H.org/curriculum/fcr

Other Activities
Books