

GLOBAL GOURMET

NAME

AGE (AS OF JANUARY 1 OF THE CURRENT YEAR)

COUNTY

CLUB NAME

ADVISOR



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES





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This Ohio 4-H project book has a rich publication history. The 1996 edition of *Global Gourmet* was a revision of an Ohio State University Extension publication called *Around the World with Foods*, which itself was adapted with permission from *Around the World in Seven Days* (1985) from Pennsylvania State University. Authors of the 1996 edition included Mary Kershaw, Extension Associate, Foods and Nutrition, Ohio State University Extension; Ruth Anne Foote, Extension Agent, Family and Consumer Sciences; and Bonnie Sutherly, Extension Agent, EFNEP. We are indebted to these and other generous experts who contributed their time and knowledge to previous editions of this publication.

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NOTES TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next. As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills, knowledge, and appreciation of global cuisine.

YOUR ROLE AS PROJECT HELPER

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.

- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about global cuisine.

WHAT YOU CAN DO

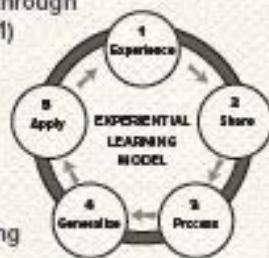
- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 56 of this book for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each activity is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.

- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience.

The results of the activity are recorded on the accompanying pages. The youth then takes the opportunity to (2) share what he or she did with his or her project helper, (3) processes the experience through a series of questions that allows him or her to (4) generalize, and (5) apply the new knowledge and skill.



Pfeiffer, J.W., and Jones, J.E., *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.



MEMBER PROJECT GUIDE

Welcome to *Global Gourmet!* This book is designed for 4-H members with advanced-level cooking skills who are interested in learning about cultures from around the world. In addition to providing tasty recipes, this project book's focus is on the importance of food history, customs, and nutritional needs of various cultures.

Feel free to modify or replace recipes in this book to accommodate any food allergies you or your family may have. During your project review or at a judging event, be sure to talk about your substitutions.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

PROJECT GUIDELINES

Step 1: Complete **all seven** activities, including the Notes for Next Time.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

STEP 1: PROJECT ACTIVITIES

Complete **all seven** activities, including the Notes for Next Time. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

ACTIVITY	DATE COMPLETED	PROJECT HELPER INITIALS
1. Mexico		
2. Africa		
3. Japan		
4. India		
5. Italy		
6. Greece		
7. Germany		



STEP 2: LEARNING EXPERIENCES

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- **Attend a clinic, workshop, demonstration, or speech related to kitchen skills.**
- **Help organize a club meeting based on this project.**
- **Go on a related field trip or tour.**
- **Prepare your own demonstration, illustrated talk, or project exhibit.**
- **Participate in county judging.**

Once you have a few ideas, record them below. Complete at least two learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

PLAN TO DO	WHAT I DID	DATE COMPLETED	PROJECT HELPER INITIALS
<i>Demonstration</i>	<i>Showed club members how to prepare gazpacho.</i>	<i>5/5/YR</i>	<i>L.B.</i>

STEP 3: LEADERSHIP AND CITIZENSHIP ACTIVITIES

Choose **at least two** leadership/citizenship activities from the list to the right (or create your own) and write them in the table at the top of the next page. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- **Teach someone about global cuisines.**
- **Help another member prepare for his or her project judging.**
- **Host a workshop to share tips about global cuisines.**
- **Encourage someone to enroll in *Global Gourmet* or another cooking project.**
- **Arrange for an exotic cuisine chef to visit your club.**
- **Plan your own leadership/citizenship activity.**



MEXICO

According to the U.S. Census, Mexican food is the most popular international cuisine in the United States. With 38,000 restaurants, we have more Mexican eateries in the United States than Chinese, Italian, and seafood restaurants combined.

With its combination of Spanish and Aztec influences, it's clear that Mexican food's spicy meats, savory vegetables, and flavorful sides have won over American taste buds.

WHAT TO DO

Prepare a Mexican meal featuring two or more of the following menu items.

Mexican Menu

Guacamole (*wah-cah-MOH-lay*) Avocado Dip

Queso (*KEH-so*) Cheese Dip

Gazpacho (*gas-PAH-cho*)
Chilled Avocado-Tomato Soup

Tortillas (*tor-TEE-yahs*)

Arroz con Pollo (*arr-ohz con POY-o*)
Rice with Chicken

Champurrado (*shahm-poo-RAD-doh*)
Hot Chocolate

LEARNING OUTCOMES

Project skill: Learning about and preparing food with origins in Mexico

Life skill: Valuing diversity, making healthy lifestyle choices

Educational standard: NASET 3.3.3: Youth demonstrate awareness, understanding, and knowledge of other cultures and societies, and show respect for all people.

Success Indicator: Prepares a Mexican meal featuring two or more suggested recipes



MYPLATE— MEXICAN STYLE

Tortillas are used to make:

Tacos: baked and filled with a mixture of meat, beans, cheese, and vegetables.

Enchiladas: wrapped around spiced meat, seasoned with onion or garlic, and baked or fried in a chili sauce.

Tostadas: fried crisp and covered with meat, beans, cheese, and lettuce as an open-faced sandwich.

FRUITS

Nutrients provided: vitamins A and C, carbohydrates, and fiber

Tropical fruits such as mangoes, papayas, and guavas are popular in Mexican cuisine. These fruits contribute vitamin C to the diet.

GRAINS

Nutrients provided: carbohydrates, thiamine, niacin, iron, fiber, and protein

Tortillas from corn flour (masa) are used at almost every meal. They are used to make tacos, enchiladas, and tostadas (see above).

DAIRY

Nutrients provided: calcium, protein, vitamin D, and riboflavin

Milk is not a common beverage in Mexico. It is made into cheese or used in coffee or chocolate and desserts like the Mexican custard called flan.

Calcium is also obtained from the limewater in which corn is soaked before being ground for tortillas. A change from corn tortillas to wheat tortillas that have not been enriched could, therefore, result in inadequate calcium in the Mexican diet.

VEGETABLES

Nutrients provided: vitamins A and C, carbohydrates, and fiber

Tomatoes, chilies, and greens are also important sources of vitamin C, and are abundant in Mexican cooking. In fact, one large fresh chili may contain as much vitamin C as an orange.

Vegetables such as corn, potatoes, green beans, peas, zucchini, and squash—used in Mexican main dish soups and stews—are additional important sources of vitamins. Temperate-zone vegetables such as sweet potatoes, spinach, and carrots supply vitamin A.

PROTEIN

Nutrients provided: protein, iron, thiamine, and niacin

The absence of refrigeration and the high cost of meat prevent wide use of meat as the main source of protein in the diet of many rural families.

Dishes of legumes (fried beans, peas, and lentils) combined with grain (corn or cornmeal) supply complete protein meals for most families.

Small amounts of poultry and fish are sometimes added to legume-grain dishes or served in sauces containing fresh chilies. (Vitamin C increases the absorption of iron from the meat.) Cheese, which accompanies many staple foods, supplies additional protein.

GUACAMOLE (AVOCADO DIP)

1 ripe avocado
1 tomato
2 teaspoons onion, minced

1 tablespoon lemon juice
 $\frac{1}{4}$ teaspoon salt
 $\frac{1}{2}$ teaspoon chili powder

1. Peel avocado, remove pit, and mash pulp with a fork.
2. Chop tomato finely.
3. Add remaining ingredients.
4. Cover and chill.
5. Can be used as a dressing on salad greens or as a dip with corn chips or vegetables.

Makes 8 servings.



Nutrient Analysis

Serving size: 2 tablespoons, 42 calories,
1 g protein, 3 g carbohydrates, 1 g saturated fat,
1 g fiber, 47 mg sodium, 0 g sugar

FOOD SAFETY TIP

When cutting, chopping, or mincing, use the claw method to keep from cutting your fingers. See the claw in action by visiting thekitchn.com and searching for "claw."

QUESO (CHEESE DIP)

3 ounces low-fat cream cheese
1 cup low-fat, sharp cheddar cheese, shredded ($\frac{1}{4}$ pound of cheese will make 1 cup shredded)

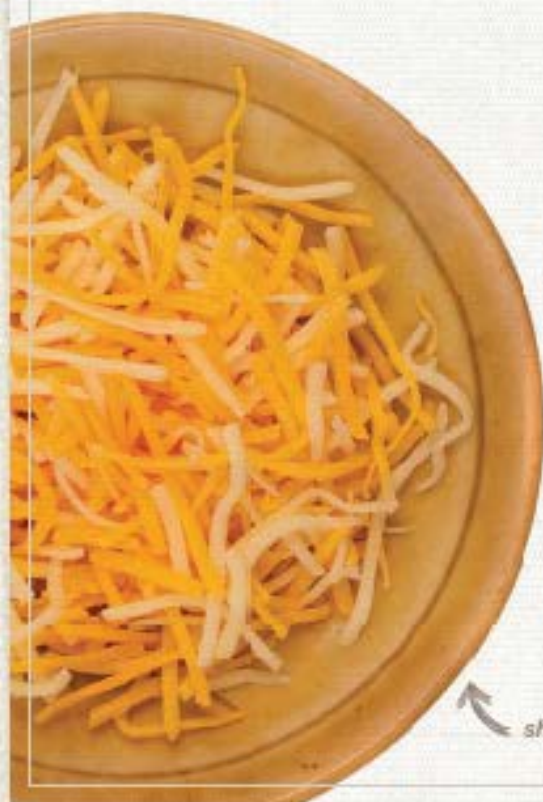
3 tablespoons low-fat or skim milk
 $\frac{1}{2}$ teaspoon chili powder
1 small onion, minced
 $\frac{1}{4}$ teaspoon garlic powder

1. Allow cream cheese to soften to room temperature.
2. Combine all ingredients thoroughly. Cover and chill.
3. Use as a dip with corn chips and raw vegetables.

Makes 8 servings.

Nutrient Analysis

Serving size: 2 tablespoons, 68 calories, 5 g protein,
2 g carbohydrates, 3 g saturated fat, 0 g fiber, 122 mg sodium, 1 g sugar



shredded sharp cheddar cheese



GAZPACHO (CHILLED AVOCADO-TOMATO SOUP)

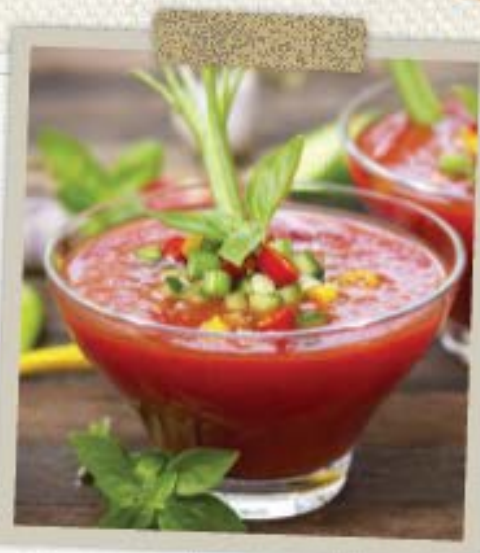
2 cups cut corn, frozen	1 large garlic clove, minced
4 cups tomato juice	1½ teaspoons ground cumin
1 cucumber, peeled and cubed	¼ teaspoon ground red pepper
2 ripe avocados, pitted and cubed	Salt to taste
4 tablespoons lemon juice	Fresh cilantro, chopped (optional)

1. Bring a small amount of water to boil in a medium saucepan. Add corn and cook until tender; drain well.
2. Combine corn with remaining ingredients.
3. Chill for 1–2 hours or until very cold.

Makes 6 servings.

Nutrient Analysis

Serving size: 1 cup, 218 calories, 5 g protein, 25 g carbohydrates, 3 g saturated fat, 7 g fiber, 495 mg sodium, 8 g sugar



FOOD SAFETY TIP

When working with raw meat or eggs, be sure to wash your hands to prevent possible contamination with harmful salmonella bacteria.



TORTILLAS

1½ cups water	1 cup all-purpose flour
1 egg	1½ teaspoons salt
½ cup cornmeal (white or yellow)	

1. Mix all ingredients together in a mixing bowl. In a nonstick skillet over medium heat, ladle approximately ¼ cup of mixture. Using bottom of spoon or measuring cup, spread and even out the tortilla circle so it's uniformly thin.
2. Wait for about 1 minute and then flip the tortilla over and brown the opposite side.
3. Repeat process, making approximately 12 corn tortillas.

Makes 12 tortillas.

Nutrient Analysis

Serving size: 1 tortilla, 64 calories, 2 g protein, 13 g carbohydrates, 0 g saturated fat, 1 g fiber, 297 mg sodium, 0 g sugar



ARROZ CON POLLO (RICE WITH CHICKEN)

1 (2-pound) chicken;
cut into 6–8 serving pieces,
skin removed

2 cups water

1 cup uncooked rice

2 medium onions, diced

1 can (16 ounces) tomatoes
(or 2 cups fresh tomatoes)

½ cup celery, diced

¼ teaspoon garlic powder

10 ounces frozen peas
(or 2 cups fresh peas)

1. Combine chicken and water in saucepan. Cover. Bring to a boil. Simmer 30 minutes. Drain, reserving broth, and cool. Remove bones from chicken.
2. Put rice, onions, tomatoes, celery, and chicken in a skillet.
3. Stir garlic powder into reserved broth; pour over rice and chicken mixture. Cover.
4. Cook on low heat 30 minutes, until rice is tender. Add water if needed.
5. Place peas over hot chicken mixture. Cover tightly and cook 5 minutes, then serve.

Makes 6 servings.



Nutrient Analysis

Serving size: ½ recipe, 130 calories, 7 g protein,
22 g carbohydrates, 5 g saturated fat, 8 g fiber,
70 mg sodium, 6 g sugar



CHAMPURRADO (MEXICAN HOT CHOCOLATE)

2 ounces unsweetened
chocolate

¼ cup sugar

Pinch of salt

1 teaspoon ground
cinnamon (or 1-inch piece
of cinnamon stick)

1 quart low-fat or skim milk

1. Combine all ingredients in heavy saucepan and heat slowly until chocolate melts. Stir occasionally to prevent sticking or scorching.
2. Remove from heat. Remove cinnamon stick. Beat with a whisk until well blended and foamy.
3. Allow to cool slightly before serving.

Makes 4 servings.

Nutrient Analysis

Serving size: 1 cup, 63 calories, 3 g protein, 8 g carbohydrates, 2 g saturated fat, 1 g fiber, 51 mg sodium, 7 g sugar



BACKGROUND

Mexico is a land of sharp contrasts. Mountain ranges with snow-capped peaks line the coasts. Between them lies a large plateau made up of deserts in the north and tropical jungles in the south. Differences in altitude, temperature, rainfall, and levels of soil fertility mean both temperate-zone and tropical crops can grow in Mexico. Bananas, beans, cacao, carrots, corn, citrus fruits, coffee, cotton, peas, peppers, sugar cane, tobacco, tomatoes, and wheat are the basis of Mexican agriculture.

Yet for many Mexicans, getting a nutritionally adequate diet can be a problem. The mountainous terrain makes it difficult to transport food. Land may be too dry or infertile for successful farming in remote areas. Refrigeration is not available in many places. Efforts to provide a wider variety of foods and improve the food habits of the rural Mexican population include wide use of irrigation and nutrition education programs.

Food in Mexico is as varied as the climate. Many people believe all Mexican foods are hot and spicy. However, the combination of Aztec and Spanish cuisines means Mexican meals vary as much as meals in the United States. Beans, chili peppers, chocolate, corn, and tortillas were widely used by the Aztec Indians. Almonds, garlic, lemon juice, olive oil, oregano, rice, and wine reflect Spanish influence. Most traditional dishes are simmered, boiled, or fried on the stovetop or over an open fire.

Hearty, traditional high-carbohydrate foods are served in rural areas where people do a lot of physical labor. Urban families with more sedentary lives eat less starch and take advantage of canned, frozen, and packaged foods.



Arid Mexican landscape



Manual corn planting



Mexican fruit and vegetable market

NOTES FOR NEXT TIME

Did the recipes you selected turn out as expected? Yes No

Name at least one thing you learned about Mexican climate and culture. _____

In what ways do these recipes reflect Mexico's climate and culture? _____

Be as specific as possible when answering the questions below. Consider the food's color, texture, taste, temperature, seasoning, appearance, and anything else that affects its overall appeal.

What did you like about the recipes you selected? _____

What did you dislike about the recipes you selected? _____

What, if anything, would you do differently the next time you make these recipes? _____



MORE CHALLENGES

Plan a special night out. Dine in a Mexican restaurant to observe the décor and enjoy the food. Share with your club members any new Spanish words you learn.

DID YOU KNOW?

Chili powder is actually a combination of multiple herbs and spices.

SOURCE

ABC News. *Americans Love Mexican Food*. Accessed June 2015.
abcnews.go.com/ABC_UniMission/Entertainment/fullpage/americans-love-mexican-food-19981522.