



Passport to Foreign Cookery

4-H MANUAL



COLORADO STATE UNIVERSITY
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Acknowledgements

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Information Page:

Name of Country Selected:

Your Name:

4-H Age:

Address:

City:

Zip Code:

County:

Club Name:

Guardian's Signature:

Leader's Signature:



Passport To Foreign Cookery Introduction

Almost everyone is jaunting abroad nowadays. But for those who must linger by the hearth, a travel experience can be produced in your own home.

Foreign dishes and complementary table decorations can create a magical atmosphere of any enchanting land or country.

The most direct way to understand the culture and customs of other countries is to cook and serve food as they do. Each country has its basic food pattern, but, when you plan a foreign meal, keep in mind the five major food groups and the recommended daily allowance for each nutrient in order to have a well, balanced meal.

When serving a foreign meal, everything should be harmonious. To be a great success, the decorations, table settings and food must blend smoothly, so consider both authenticity and simplicity.

May your project, Passport to Foreign Cookery, be a challenge as you take off on a table travel tour.

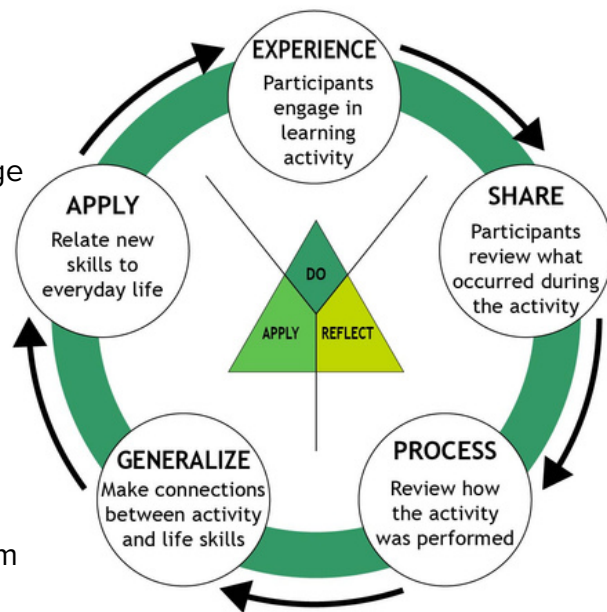
Good luck to each outstanding chef de cuisine, and Bon Appétit from Asia to South America.

Sincerely,
Betty Bay
Former Colorado State University
Cooperative Extension Assistant Professor of Nutrition

Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfeiffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.



1) Experience (Doing)

Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on what occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on what's important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

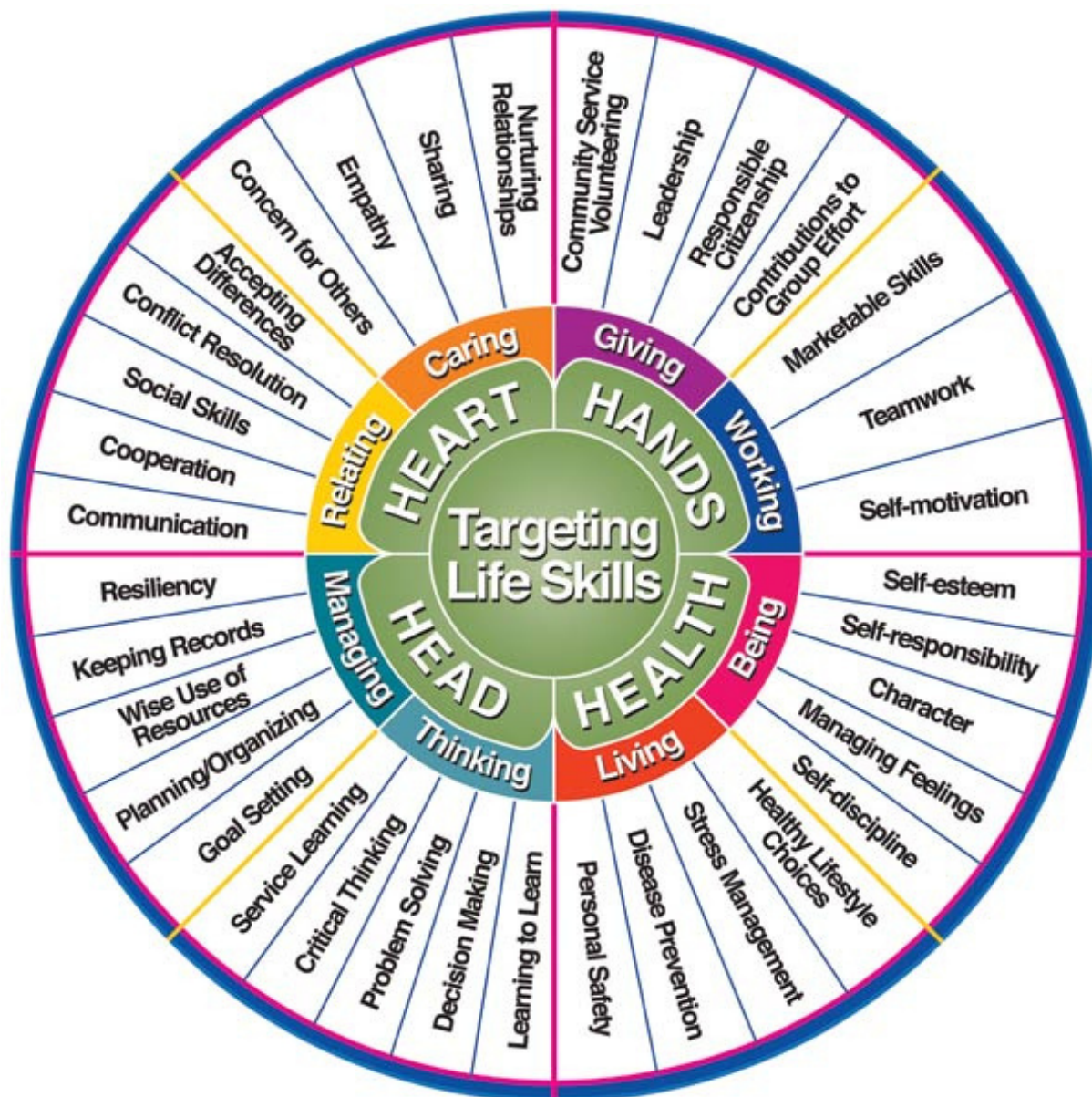


Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H. The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

About the 4-H Thriving Model

The 4-H Program Leaders' Working Group developed the 4-H Thriving Model to advance and support the accomplishment of the 4-H Youth Development 2025 National Strategic Plan. They describe the 4-H Thriving Model as follows:

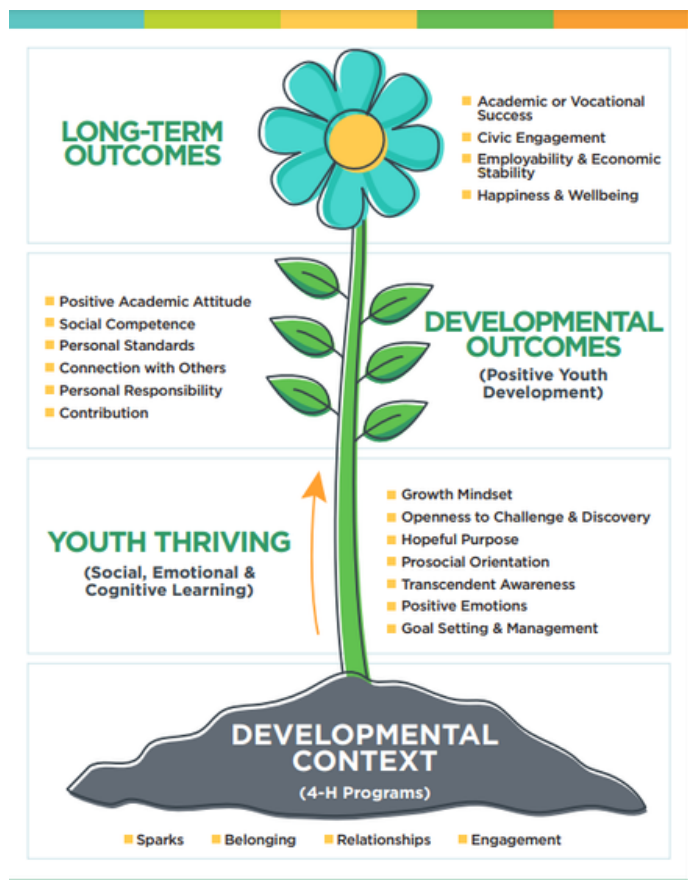
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. High quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can belong and grow.

High quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model this process of PYD is described by seven indicators of thriving: Openness to challenge and discover, growth mindset, hopeful purpose, pro-social orientation, transcendent awareness, positive emotionality and self-regulation through goal setting and management.

Youth who experience high quality developmental settings in 4-H with an emphasis on these key social-emotional skills achieve key positive youth development outcomes, including academic motivation and success, social competence, high personal standards, connection with others, personal responsibility, and contribution to others through leadership and civic engagement.

Youth who achieve positive developmental outcomes are more likely to also achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability and happiness and well-being. (Learn more at <https://helping-youth-thrive.extension.org/>.)





Things You Will Do This Year

- Select a foreign country or some ethnic group within the United States.
- Assemble information about your selected country. Include:
 - Food habits
 - Customs
 - Nutritional aspects of diet
 - Religion
 - Geography and maps
 - Menus and recipes
- In your own words, write a report about this country using the information you have collected. (See page 8 for more details on exhibit requirements.)
- Assemble and keep all materials about your country in a notebook.
- Plan, prepare, and serve a minimum of three foreign meals. At least one meal should be typical of the country you selected in this project.
- Report on page 9 which one of the three meals you like best.
- Following the guidelines in this manual, write a paragraph or a short story describing your reactions to this project.



Sources of Information

- Explain to your leader which country you want to select for your project. Then gather information about the country you wish to study.
- The public library should have materials on foreign countries and cookbooks. Most libraries offer interlibrary loan services that allow users in one library to borrow materials from another library. This service is generally provided free or with a minimal fee. An example of an excellent book as a resource is Food and Culture, 7th Edition, by Pamela Goyan Kittler, Kathryn P. Sucher, and Marcia Nelms, available at Amazon here: <https://www.amazon.com/Food-Culture-Pamela-Goyan-Kittler/dp/1305628055>.
- The internet offers a vast array of sites for information on foreign countries and foreign cookery. Some words to try searching with are travel countries, regions, food, cooking, home and family, food and drink, etc.

Several good websites are:

- The Food and Nutrition Information Center (FNIC) at the U.S. Department of Agriculture provides food and nutrition related links from this website: <https://www.nal.usda.gov/programs/fnic>.
- The Food and Agriculture Organization of the United Nations lists food-based dietary guidelines for many countries on this website: <https://www.fao.org/nutrition/education/food-dietary-guidelines/home/en/>.



Sources of Information Continued

- Oldways Cultural Food Traditions website at <https://oldwayspt.org/> includes information on traditional diets, recipes, resources, health studies, and more.
- This Taste of Home website <https://www.tasteofhome.com/collection/travel-around-the-world-in-80-meals/> lists recipes from around the world.
- Caroline's Cooking website has international recipes from around the world at <https://www.carolinescooking.com/eat-world-international-recipes/>
- Someone in your community may have traveled in the foreign country you selected. An International 4-H Youth Exchange (IFYE) participant might be of help if they happened to have been in the country you are studying.
- Check with your local university or community college to see if they have any international programs that offer opportunities to participate in international experiences on campus.
- Visit international food markets, ethnic grocery stores, and cultural centers like Denver's Sakura Square.
- Check with your local cooking store to see if they offer any foreign or ethnic cooking classes.
- Tour a culinary institute in your area or a city you visit.





Exhibit Requirements

- A food product with recipe that is representative of the country or ethnic group chosen. The product must be safe to hold at room temperature during judging and display.
 - Food products will be judged on general appearance, color, crust or outer covering, shape and volume, consistency, tenderness, and flavor.
- Completed e-Record and a notebook with research on selected country containing three parts:
 1. A maximum of 10 pages of research and pictures on customs relating to food habits and food sources such as crops, fishing, etc. Discussion might include food shopping habits, percentage of income spent for food, how the area of the country affects diets, etc.
 2. A maximum of three pages of other information about the country, i.e., climate, geography, political structure, religion, dress, etc.
 3. A maximum of five pages of menus and recipes indicating nutritional balance of a traditional meal plus activity pages 9-11 from this manual presented in the binder/notebook with the other materials.
- Consider the following when working on your notebook.
 - Content: Include all of the required materials listed under exhibit criteria.
 - Subject: Show knowledge and understanding of selected country culture.
 - Appearance: Materials are organized, easy to read, neat, and have correct grammar and spelling.
 - Result: Show growth and understanding as a result of this project (evaluation of story describing reactions).





Activities Continued

2 Short Story

Write a short story adding pages if necessary discussing your goals, accomplishments, and reactions to this project. Include answers to questions such as:

- Why did you select the particular country or ethnic group for your project?
- What were your goals for the project?
- How did you accomplish your goals? What did you learn about the nutritional value of typical diet patterns of the country or ethnic group?
- Did the project help broaden your understanding of another country or ethnic group? How?
- Include a picture of you serving a foreign meal (optional).



MY PASSPORT TO FOREIGN COOKERY SHORT STORY

Colorado 4-H Mission

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

Colorado 4-H Vision

A world in which youth and adults learn, grow and work together

4-H Pledge

I pledge.....

My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living
for my club, my community,
my country and my world.

Promesa 4-H

Prometo usar mi mente para pensar con más claridad,
mi corazón para ser más leal,
mis manos para ser más servicial,
mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto

“To Make the Best Better.”



Colorado4h.org