

# Recipe for Success



(888) 242-0563  
[www.izzit.org](http://www.izzit.org)

Video Page



# *Recipe for Success*

## **Teacher's Guide**

*This Teacher's Guide includes the following:*

- Suggested Lesson Plan
  - Preview Questions
  - Key Terms
  - Viewing Guide
  - Discussion Questions
  - Activity: Who Chooses
  - Quiz
  - Discussion Guide for “How is Economic Freedom Measured?”
  - Enrichment Activities
  - Answer Key
  - Appendix
- 

## **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using the Answer Key as a guide.
- Use the Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using the Answer Key as a guide.
- View and discuss “How is Economic Freedom Measured?” using questions on page 12 of this guide.
- Optional: Assign one or more Enrichment Activities as homework.

# ***Recipe for Success***

## **Preview Questions**

*(These are meant to be read aloud by the teacher.)*

1. What do you know about Zambia? Where is it? (Have students locate Zambia on a map.)
2. What are some traits of successful entrepreneurs?
3. What do you think of when you hear the term “economic freedom”?
4. How does economic freedom affect people in their everyday lives?

# *Recipe for Success*

## **Key Terms and Definitions**

Economic freedom – the right to choose how to produce, sell, and use your own work and resources, while respecting others’ rights to do the same and to compete freely

Entrepreneur – a decision-maker who takes on the risk of trying innovative approaches and products and pursuing projects in the expectation of making profits

Indigenous – originating and living or occurring naturally in an area or environment; native

Privatization – to transfer the production of goods and services from the government or public sector of the economy into private ownership and operation

Property rights – the rights of ownership; the rights to use, control, dispose of and obtain the benefits from a good or service

Socialism – a political and economic system in which the central government plans and controls the economy

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Recipe for Success* **Viewing Guide, page 1**

1. From Zambia to South Korea, from Slovakia to Chile, newfound \_\_\_\_\_ is changing lives.
2. In the last \_\_\_\_\_ years, the world has created more wealth, reduced poverty more, and increased life expectancy more than in the 10,000 years before.
3. In 1995, it was one of the lowest ranked countries, but today \_\_\_\_\_ is one of the most economically free nations in Africa.
4. Sylvia's first official business was to open a small, one-room \_\_\_\_\_.
5. Sylvia quickly realized there was more to running a restaurant than \_\_\_\_\_ food.
6. Sylvia Banda expanded her business to include ... catering, a school for restaurant service workers, and the processing and nationwide distribution of Zambian \_\_\_\_\_.
7. In 2010, the \_\_\_\_\_ named Zambia one of the world's fastest economically reformed countries.
8. When the country became \_\_\_\_\_, the average Zambian didn't have any kind of economic business training.
9. Many Zambians saw \_\_\_\_\_ as a return to their traditional way of life.
10. During [President] Kaunda's tenure illiteracy rose, communal farms failed, foreign investment lagged, and Zambia was drowning in \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Recipe for Success* **Viewing Guide, page 2**

11. In 1991...[President] Chiluba shifted policy to focus on small businesses, \_\_\_\_\_  
\_\_\_\_\_ and the privatization of key industries.
12. “When we had \_\_\_\_\_ for two years...we started receiving relief food, and people became handicapped.”
13. Getting produce from farmers in the remote countryside proved a challenge, as was creating a process to maintain modern standards for food \_\_\_\_\_.
14. She would offer them training on solar drying, along with classes on \_\_\_\_\_.
15. Farmers would not be paid for attending training...but if their produce passed inspection, Sylva Group would purchase their entire \_\_\_\_\_.
16. “Once we finally were able to sell our \_\_\_\_\_ and grow even more, we were able to send all our children to school.”
17. We’ve seen Zambians move every decade up the ladder of success, to more and more complex \_\_\_\_\_ activity.
18. Through the liberalization of the \_\_\_\_\_, through the encouragement of government for people to own property, there is what is called economic empowerment.
19. For Sylvia and Hector Banda, economic freedom has sparked the creation of several innovative businesses, resulting in new \_\_\_\_\_ and healthier foods for ... their countrymen.
20. Economic freedom is ... the \_\_\_\_\_ that we all desire...to control our own lives.

## *Recipe for Success* **Discussion Questions**

1. Can you think of some ways in which people are better off than they were 100 years ago? What are some examples of non-material improvements in the quality of life?
2. Say the average income was \$1000 (in today's dollars) in the year 1800. If it increased by 100% what would it be? If it increased by 2000% what would it be?
3. How did Sylvia Banda use her creativity to solve two problems when she opened her first business?
4. After independence, why did many Zambians see socialism as a return to their traditional way of life?
5. What happened to Zambia in 30 years of socialist rule under Kenneth Kaunda?
6. How did Zambia begin to change in 1991?
7. How did President Chiluba's policies affect Sylva Catering?
8. What happened during the drought that encouraged dependence on government?
9. Why did Sylvia and Hector Banda want to encourage Zambians to produce food for other Zambians instead of continuing to rely on foreign aid?
10. Why did Sylvia offer Zambian farmers training on solar drying? What problem did this solve?
11. Compare Sylvia Banda's training program with previous food preservation training efforts. Why was Sylvia more successful? How were the farmers' incentives different?
12. Why did Sylvia Banda offer farmers classes on hygiene? What does hygiene have to do with food?
13. How has working with Sylva Food Solutions changed the lives of Zambian farmers?
14. "Economic freedom is...the power...to control our own lives." Why does the narrator relate economic freedom to control of one's own life?
15. How can everyone in society have this power without these powers or rights coming into conflict?

## *Recipe for Success*

### **Activity:**

## **Who chooses? Who benefits? Who pays? What's fair?**

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

**When international aid agencies tried to teach Zambian farmers food preservation techniques –**

- Who paid for the training?
- Who was intended to benefit?
- Whose choices determined what happened?

**When Sylva Food Solutions tried to teach Zambian farmers food preservation techniques –**

- Who paid for the training?
- Who benefited from the training?
- Whose choices determined what happened?

-----

**Which trainers did more to help people – those who were only trying to do good for others, or those who also benefited from the training themselves? Why?**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Recipe for Success* Quiz, page 1

1. In the last \_\_\_\_\_, the world has created more wealth and reduced poverty more than in the previous 10,000 years.
  - A) 10 years
  - B) 100 years
  - C) 1000 years
  - D) 10,000 years
  
2. Today, Zambia is one of the most economically \_\_\_\_\_ nations in Africa.
  - A) backward
  - B) free
  - C) unstable
  - D) impoverished
  
3. Sylvia Banda's business includes the nationwide distribution of \_\_\_\_\_.
  - A) Zambian foods
  - B) foreign aid
  - C) medical supplies
  - D) restaurant supplies
  
4. After independence, many Zambians saw \_\_\_\_\_ as a return to their traditional way of life.
  - A) capitalism
  - B) fascism
  - C) colonialism
  - D) socialism
  
5. In 1991, Zambia's new president adopted policies favorable to \_\_\_\_\_.
  - A) small business
  - B) property rights
  - C) privatization
  - D) all of the above

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Recipe for Success* Quiz, page 2

6. When Zambia received relief food during a drought, the people became \_\_\_\_\_.
- A) self-sufficient
  - B) entrepreneurial
  - C) dependent on government
  - D) obese
7. \_\_\_\_\_ is the right to choose how to produce, sell, and use your own work and resources, while respecting others' rights to do the same and to compete freely.
- A) Socialism
  - B) Privatization
  - C) Economic freedom
  - D) Innovation
8. Farmers who were trained by Sylvia Banda in food preservation and hygiene \_\_\_\_\_.
- A) were paid for attending training sessions
  - B) could sell their crop to Sylva Foods if it passed inspection
  - C) did not get much practical benefit from the program
  - D) had no incentive to put what they learned into practice
9. Economic freedom has allowed Sylvia and Hector Banda to \_\_\_\_\_.
- A) start innovative businesses and increase Zambian farm productivity
  - B) distribute high quality imported foods in Zambia
  - C) persuade international aid agencies to train Zambian farmers
  - D) both B and C
10. The average person's income increased by roughly 2000% in the past 200 years. This means someone living in the early 1800s earned about what fraction of today's average income?
- A) 1/20
  - B) 1/2
  - C) 1/2000
  - D) 1/5

# *How is Economic Freedom Measured?*

## **Viewing Guide, page 1**

1. The Fraser Institute has developed an objective way of measuring the \_\_\_\_\_ of a country.
2. Institutions and policies influence the opportunities that \_\_\_\_\_ have.
3. We had to collect \_\_\_\_\_ on a lot of countries, data from the World Bank, the IMF, other reputable sources.
4. You're basically looking at the kind of things that would give people \_\_\_\_\_ over their incomes, their wealth, their jobs, the freedom to start a business, to trade.
5. We take the data that is encapsulated in this idea of economic freedom and we \_\_\_\_\_ 144 countries around the world on a 0-10 scale.
6. Countries that are less free have higher rates of \_\_\_\_\_.
7. Countries that are economically more \_\_\_\_\_ grow more rapidly and achieve higher income levels.
8. The per person income of the ... highest 1/4 of the economically free countries is \_\_\_\_\_ times what the figure is for the lowest group.
9. It's not just about rising incomes overall, it's also about the \_\_\_\_\_ of the poor.
10. The most free countries have substantially \_\_\_\_\_ life expectancies, 18 years.

## *How is Economic Freedom Measured?* **Viewing Guide, page 2**

11. Economic freedom, sure it's about income, it's about growth, but it's also about the \_\_\_\_\_ of life.
12. The \_\_\_\_\_ economies in the world are Hong Kong and Singapore.
13. The \_\_\_\_\_...is not as free as what it was a few years ago.
14. Generally the economic freedom index is showing a \_\_\_\_\_ in economic freedom around the world.
15. The biggest single factor contributing to the U.S. decline is the decline in the legal structure area and protection of \_\_\_\_\_.
16. Corporate lobbyists...are not arguing for economic freedom,...they're arguing for special \_\_\_\_\_.
17. The future entrepreneur, the taxpayer and the consumer are not well organized and therefore the \_\_\_\_\_ process seldom represents them.
18. In the long run...short term fixes erode economic freedom and limit the amount of \_\_\_\_\_ in the marketplace.

# *How is Economic Freedom Measured?*

## **Discussion Questions**

1. Why did the Fraser Institute want to come up with an objective way of measuring economic freedom?
2. How does economic freedom relate to opportunity and control over one's life? One example is the ability to engage in trade. What are some others?
3. What have researchers learned from measuring the economic freedom of countries and comparing them?
4. How does economic freedom affect average incomes?
5. What about the poorest of the poor--who is better off, those in economically free countries or those in unfree countries?
6. Does economic freedom only matter in terms of how much stuff people have? Explain.
7. What is happening to economic freedom worldwide?
8. In what ways has economic freedom been declining in the U.S. over the last decade or so?
9. Why are property rights an important component of economic freedom?
10. How do the economists respond to the idea that economic freedom favors big business and the wealthy?
11. How does political power tend to undermine economic freedom?

## *Recipe for Success*

### **Enrichment/Integration Activities, page 1**

- I. **Small Group Project: Business Plan.** Working as a group, come up with an idea for a new business. Create a plan for making the business happen. Write a two-minute pitch promoting your idea to investors. Present your pitch to the class. Using play money, let class members choose which business to invest in.
  
- II. **Research Project: Economic Freedom and Prosperity.** Using the Index of Economic Freedom (see [izzit.org](http://www.economicfreedom.org) website for link or search online to find the report) explore the connection between economic freedom and prosperity, as measured by GDP per capita. First, click on several countries on the list to learn more detail about each, including GDP per capita. Now, create a graph. Label the horizontal axis Freedom Score, with a scale of 1-100. Label the vertical axis GDP per capita, with a scale of \$0 to \$100,000. Select ten countries and plot them on your graph by making a bar to represent each country. Use a different color for each. What does your graph show? As a class, share your graphs and discuss your findings.
  
- III. **Research Project: Food Safety Guidelines.** Working individually or in small groups, use online resources to identify the four steps to food safety. Create a report explaining and illustrating the four steps and why they are important. Present your findings to the class.
  
- IV. **Math: Recipes.** Choose a recipe from the Appendix or another source. Calculate quantities for each ingredient if you needed to double the recipe. Now calculate quantities if you cut the recipe in half. Finally, calculate quantities for making one and a half times the original recipe.
  
- V. **Food Project: Cooking.** Using recipes from the Appendix, prepare a meal to share as a class. Be sure to follow food safety guidelines.
  
- VI. **Science/Food Project: Food Preservation.** Using online resources, find instructions for building a solar food dryer. Divide the class into groups, and have each group gather materials and construct a food dryer. Research to determine which foods are best suited to solar drying. Have each group select a different food and preserve it using their solar dryer. Be sure to follow food safety guidelines. After the class taste tests the dried foods, have each student write a short report describing the project and identifying any problems and suggested solutions.

*Recipe for Success*  
**Enrichment/Integration Activities, page 2**

- VII. Essay: With freedom comes responsibility. If given the choice, do you think most people would prefer a situation where they have to work hard and figure out on their own how to improve their quality of life? Or would they prefer to be taken care of and told what to do by others?

# *Recipe for Success*

## **Viewing Guide Answer Key**

1. economic freedom
2. 100
3. Zambia
4. restaurant
5. cooking
6. foods
7. World Bank
8. independent
9. socialism
10. debt
11. property rights
12. droughts
13. quality
14. hygiene
15. crop
16. produce
17. business
18. economy
19. jobs
20. power



## *Recipe for Success* **Quiz Answer Key**

1. B) 100 years
2. B) free
3. A) Zambian foods
4. D) socialism
5. D) all of the above
6. C) dependent on government
7. C) Economic freedom
8. B) could sell their crop to Sylva Foods if it passed inspection
9. A) start innovative businesses and increase Zambian farm productivity
10. A) 1/20

# *How is Economic Freedom Measured?*

## **Viewing Guide Answer Key**

1. economic freedom
2. individuals
3. data
4. power
5. rank
6. unemployment
7. free
8. seven
9. poorest
10. higher
11. quality
12. freest
13. United States
14. rise
15. property rights
16. privileges
17. political
18. competition

# *Recipe for Success*

## **Appendix**

**Note:** The recipes below are from Sylvia & Hector Banda's book, *Zambian Cookbook*, and are used with their permission. Students/teachers will have to calculate conversions from metric measurement to US standards.

### **Cassava Cup Cake (*Keke Ya Chinangwa*)**

Serves 6

#### **INGREDIENTS**

- 200 g cassava powder
- 300 g wheat flour
- 250 g butter
- 250 g castor sugar
- 400 mL milk
- 5 g baking powder
- 1 egg
- Water
- Vanilla essence

#### **UTENSILS**

- Mixing bowl or a mixer
- Wooden spoon
- Baking tin
- Chopping board
- Pallet knife

#### **METHOD**

1. Wash hands
2. Put castor sugar and butter in a mixing bowl and beat it until soft, light and whitish in colour
3. Add whole egg and continue beating until it becomes fluffy
4. Fold in the dry ingredients. If hard add a bit of milk until the desired texture and add vanilla essence
5. Pour in the greased pan and bake in the moderate oven for 30 minutes

Serve with any beverage.

**NUTRITIONAL VALUE:** Proteins, carbohydrates and vitamin A

## Sylva Chicken in Peanut Sauce (*Inkoko Ya Bena Sylva*)

Serves 6

### INGREDIENTS

- 1 smoked chicken
- 200 g impwa (garden eggplant)
- 300 g peanut butter
- 100 g tomato
- 400 mL milk
- 50 g onion
- 50 g green pepper
- Salt
- Water

### UTENSILS

- Baking pan
- Clay pot
- Knife
- Wooden spoon
- Bowl
- Chopping board

### METHOD

1. Wash hands
2. Cut smoked chicken into pieces
3. Wash chicken, put in the saucepan and bring to the boil on moderate heat for 30 minutes
4. Wash impwa, and add to chicken
5. Add peanut butter and simmer for 30 minutes without stirring, to avoid breaking impwa or mashing them
6. Add tomato, onion and green pepper
7. Simmer for 20 minutes

Serve with any nshima, rice, or potatoes.

**NUTRITIONAL VALUE:** Proteins, energy, vitamins and carbohydrates

### ACTIVITIES:

1. Discuss how poultry is raised.
2. What diseases in birds are fatal to both the human beings and the birds themselves?
3. Discuss various methods of preparing chicken.

## **Spinach Pie (*Umulyo We Bondwe*)**

Serves 6

### **INGREDIENTS**

- 1 kg fresh wild spinach
- 500 g pie crust
- 200 g carrot
- 100 g peas
- 2 mL tomato sauce
- 100 g cheese
- 100 g green pepper
- 400 g breadcrumbs
- 2 eggs
- Water
- Salt

### **UTENSILS**

- Baking tin
- Knife
- Cooking stick
- Wooden spoon
- Bowl
- Chopping board

### **METHOD**

1. Wash hands
2. Wash and cut wild spinach, blanch and strain it
3. Grate the carrots and cheese
4. Cut onions and green pepper into very small pieces
5. Mix all the ingredients except breadcrumbs
6. Pour the mixture into a pie crust and top with the breadcrumbs
7. Bake in a moderate heat for 25 minutes
8. When ready the crust becomes semi-golden brown and fresh on the edges

Serve as cocktail dish or as a snack.

**NUTRITIONAL VALUE:** Vitamins, carbohydrates and proteins

## **Cream Caramel (*Mazila Yo Nzuna*)**

Serves 6

### **INGREDIENTS**

- 125 g granulated sugar
- 550 mL fresh milk
- 4 large eggs
- water

### **UTENSILS**

- Saucepan / clay pot
- Knife
- Cooking stick
- Wooden spoon
- Bowl
- Chopping board

### **METHOD**

1. Wash hands
2. Put 100 g sugar into a sizeable saucepan, add ¼ pint of cold water and dissolve the sugar slowly
3. Bring to the boil until the mixture becomes golden brown
4. Pour the mixture into a 6-inch cake tin with a fixed base
5. Heat the mixture, whisk the eggs and pour on the milk
6. Stir in the remaining 25 g sugar and strain over the cooled caramel
7. Put half full of cold water in a baking tin and place in the caramel tin
8. Bake in a moderate oven for 1 hour or until it is set and semi-golden brown on top

Cool to serve as dessert or knick knack.

**NUTRITIONAL VALUE:** Proteins, energy

### **ACTIVITIES:**

1. Identify the ingredients to make one of the confectioneries.
2. Name the utensils required for the cooking / preparation of a confectionery.
3. Why is it important to decorate the product confectionary as well as the place and appliances?
4. Discuss hygiene / sanitation rules necessary in the preparation and serving of all types of food.

Thanks for choosing izzit.org materials! We'd love to hear from you! If you have any comments, questions, or feedback, please email [Ask@izzit.org](mailto:Ask@izzit.org) or call us at the number below. We can't serve you well if we don't know what you need!



**Check out more free educational resources  
at [izzit.org](http://izzit.org), including:**

- Current Events Lessons
- Teachable Moments videos
- Learning Modules
- Online Quizzes
- So much more!