

EXAMPLE No. 1 Thematic section: "Chocolate with pepper", or: We are not all the same, but we're often alike

The thematic section "Chocolate with pepper" is a series of workshops aiming at strengthening one's identity and indicating that people often have different habits and culinary customs, and that this diversity constitutes the wealth of society. It also shows that people are often alike in many ways, but first of all: that all people are socially indispensable. Such lessons should create friendly atmosphere, give children the feeling of safety and positively reinforce their self – image. It is essential to note that each child should have the opportunity to speak. In case of multiethnic or multicultural group, it is important to emphasise similarities in culinary preferences. If the group is monoethnic or monocultural, one can stress culinary diversity. One should not permit evaluation of likes and dislikes or creation of a "ranking list" of preferred dishes, but rather show that each of them is important and valuable.

If children express their interest in the topic, the teacher can tell stories of the origin and name of a fruit or dish and of ways they can be prepared and consumed (as juice, wine, paste, marmalade, e.g. Vintage Oxford marmalade made of oranges from the Sevilla region). This will create an opportunity to introduce elements of geography, history, natural sciences, as well as arts.

The suggested lessons can be selected, divided or combined freely. It lies with the teacher to decide how much time should be spent on the realization of a topic depending on children's age and the particular activity. The lessons may constitute separate classes or be combined with lessons devised by the teacher.

- **Expected duration of a lesson** – about 15 – 30 min.

AIMS	CONTENTS	MATERIALS/METHODOLOGY
<ol style="list-style-type: none"> 1. Making children aware of features that differentiate them from their friends, as well as features that are common to all of them - in terms of culinary preferences, personality traits, interests, etc. 2. Making children aware that such diversity is a value in itself. 3. Integration of peer group. 4. Developing the ability to listen actively. 5. Developing the ability to defend one's own point of view. 6. Creating and deciding in a group on rules of behaviour, and respecting them. 7. Developing the ability to look for and select information on one's own. 8. Expanding vocabulary connected with food, pronouncing names of kinds of food, and writing them down. 9. Repetition (or introduction) of adjectives (names and colours, shapes, etc.) describing food (fruit, vegetables, etc.) 10. Exercising manual skills (drawing, writing, moulding things in plasticine, making paper cut - outs) 11. Exercises on free speaking on a given topic. 	<p>1. LESSON ONE: LET'S MEET</p> <ol style="list-style-type: none"> a) The first stage is to acquaint children with one another. Teacher makes children sit comfortably or lie on the floor, close their eyes and think for a while what their favourite fruits or vegetables are. b) Draw your favourite fruit or vegetable and think why you like it most – what you can say about it <ul style="list-style-type: none"> • younger children draw a picture and teacher writes a child's name below it (if they cannot do it by themselves); • older children can write (instead of draw) three sentences on the chosen fruit / vegetable, or a poem, or a riddle. c) Teacher together with children agrees on the rules of presenting one's work (we do not interrupt one another, we listen attentively, we raise our hands before we ask a question). d) Each child presents their work – they say their name aloud: "My name is... and my favourite fruit is...". Next, they show their drawing / read the poem, etc., and say a few words about their favourite fruit / vegetable – its shape, size, colour, characteristic features – why they like it. <ul style="list-style-type: none"> • Teacher can simultaneously show real fruits and children can recognise their colours, smells, shapes, surface textures, etc. 	<p>MATERIALS NEEDED:</p> <ol style="list-style-type: none"> 1) drawing pad; 2) crayons / paints; 3) fruits / vegetables, ground pepper; 4) cards with children's names; 5) magnets / pins etc. to attach drawings to the blackboard. <p>METHODS and FORMS OF WORK</p> <ol style="list-style-type: none"> a) presentation, children's free utterances; b) looking for information on your own (questions to parents); c) group work; d) elements of discussion; e) elements of collective action – planning. <p>Note: If there is such a need, teacher may</p>

	<p>e) After the lesson, children's drawings should be displayed in the classroom. Depending on the level of their writing skills, children write sentences, names of dishes, their and their friends' names in their copy – books.</p> <p>Homework:</p> <p>a) get to know what your parents' / sisters and brothers' / grandparents' / friends' favourite fruits / vegetables are, draw them and put down their names;</p> <ul style="list-style-type: none">• during classes in the native tongue, older children may prepare a questionnaire about preferred dishes <p>b) find recipes in which you can use your favourite fruits / vegetables</p> <ul style="list-style-type: none">• if vegetables / fruits mentioned during the lesson are available in shops and teacher decides to use them on following lessons, s/he can ask children to bring one fruit / vegetable to school.	<p>diversify the lesson by means of physical or musical exercises (if e.g. someone likes beans, children can show through their movements how beans climb up their props; if someone likes apples, children can show how apples roll when they fall from trees; it is also possible to use local songs about fruit / vegetables/local dishes that children know). Teacher should pay attention to proper pronunciation and spelling of names of fruit / vegetables. One can start a "Multilingual dictionary of most useful words" in which children will draw and describe their drawings in different languages.</p> <p>With older children the teacher can correlate the activities with teaching about the language, e.g. descriptions of fruit / vegetables can be created.</p>
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<p>AIMS – as above</p>	<p>LESSON TWO: EVERYONE IS NECESSARY</p> <p>Teacher divides children into tasks groups depending on the results of the previous presentation. The aim of the lesson is to show that each fruit / vegetable is necessary, that its unique taste and colour constitute its value.</p> <p>a) Stage ONE: children determine the smell and taste of particular fruits / vegetables and decide what they can be used for.</p> <p>b) Collective decision – making as to what the fruits / vegetables chosen by children can be used for, choice of a recipe (teacher may suggest one).</p> <p>c) Stage TWO: Children mould their favourite fruit / vegetable in plasticine and pretend they prepare a particular dish out of them. Teacher makes sure that all fruits / vegetables are used.</p> <ul style="list-style-type: none"> • If children’s favourite fruit / vegetables are available, a real meal can be prepared. Group should be divided into 2 teams: one will have all ingredients at their disposal, and the other will be lacking a few. At the end of the lesson the taste of both dishes should be compared – children should decide which is better and think why it is so. <p>d) Stage THREE: Children present their work and talk about prepared dishes. Teacher monitors the discussion in order to show that each of the ingredients was very important because of its taste, smell and look.</p>	<p>MATERIALS NEEDED:</p> <ol style="list-style-type: none"> 1. crayons / paints; 2. big sheets of paper; 3. plasticine + mats to mould on; 4. fruits / vegetables; 5. kitchen utensils and pots to prepare dishes; 6. a bowl, a mixer, disposable teaspoons, aprons or pieces of cloth to protect clothes; 7. recipes. <p>METHODS AND FORMS OF WORK:</p> <ol style="list-style-type: none"> a) oral presentation, free utterances; b) active work – preparation of meals; c) group work; d) elements of discussion; e) elements of collective action planning.
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		<p>If real ingredients are used, children can try the dishes.</p>
<p>AIMS – as above</p>	<p>LESSON THREE: I'M DIFFERENT FROM YOU BUT WE HAVE SIMILAR FEATURES</p> <p>a) Stage ONE: Teacher makes a reference to previous lessons by reminding children that individual features of fruits / vegetables play an important role in preparing meals. S/he also mentions common or similar features of fruits / vegetables (it grows in the ground, it's a fruit, it has a stem, it's green, etc.);</p> <p>b) Stage TWO: Reading the story about DRAGONS no.1, part 1.</p> <p>c) On the basis of features of fruits / vegetables and dragons, teacher makes a reference to people's individual features, that similarly to fruits and vegetables each person also has their characteristic features. Teacher shows the picture of the MINT DRAGON or other dragons as an example;</p> <p>d) Stage THREE: Children and teacher draw their own portraits on big sheets of papers. Discussion – emphasizing children's common features (e.g. interests, some preferences, elements of appearance) and features that differentiate them (interests, culinary preferences, appearance);</p> <p>e) Stage FOUR: Teacher reads part two of the story</p>	<p>MATERIALS NEEDED:</p> <ol style="list-style-type: none"> 1. drawing pad; 2. crayons / paints; 3. large sheets of paper; 4. plasticine; 5. fruits / vegetables, ground pepper; 6. a bowl, a mixer, teaspoons, aprons to protect clothes; 7. text of the DRAGON STORY; 8. cards with portraits of DRAGONS; 9. culinary recipes; 10. cards with children's names and coloured tape (to mark out classes of features); 11. magnets / drawing pins etc. to put pictures on blackboard; 12. access to computer, scanner, printer, copying machine.

	<ul style="list-style-type: none"> • With teacher's help children can prepare such a mixture of ingredients (real ones) and try how it tastes; • Children can mould the DRAGONS' favourite foods in plasticine and then mould them together – the result should be a shapeless piece of plasticine, of no particular colour; <p>f) Stage FIVE version 1: Conversation with children, an attempt to answer the question asked by the MIXING DRAGON (the last sentence of the story).</p> <p>g) Stage FIVE version 2: Conclusions: what would happen if the MIXING DRAGON could mix the dragons' or people's features? What would such a dragon / person look like? How would s/he differ from her / his friend?</p> <p>h) Stage SIX: Children paint together on a big sheet of paper the effect of the MIXING DRAGON's activities and make the dragon's portrait without any individual features or interests.</p> <ul style="list-style-type: none"> • If children have access to a scanner, a computer and a printer or copying machine, the portrait can be copied. The copies should be ascribed fictitious names (to be written on the other side of copies). Children's task will be to find "their dragon" and think about the meaning of features that differentiate dragons and people. • Once children have found the picture they are looking for (effectively – after reading the names out loud), they write down 	<p>METHODS and FORMS OF WORK:</p> <p>a) reading the STORY, retelling it; b) presentation, children's free utterances; c) active work – preparing meals; d) making a poster; e) group work; f) elements of discussion; g) elements of collective action – planning; h) work with text (older children may read the story on their own)</p> <p>Note: If there is no possibility to copy pictures AT school, it should be done somewhere else and then Stage SIX and SEVEN should be treated as the next lesson unit.</p>
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	<p>their interests and hobbies.</p> <p>i) Teacher announces that dragons can sign up for a "photography club", "bike club", "animals' lovers' club" etc. On the basis of the portraits; features, children have to register their dragons for the courses</p> <p>j) Stage SEVEN: Exhibition of children's works – portraits of dragons and themselves. It can be done by means of dividing them into classes on the basis of features that are common to them – correlation with mathematics lessons (addition, subtraction, shared part).</p>	<p>E.g. My favourite colour is... My favourite sport is... My favourite pastime is... My favourite fruit / vegetable / dessert is... My favourite pet is...</p> <p>When thinking up names for clubs, teacher needs to consider real interests of pupils in the particular class.</p> <p>Note: Teacher should utilize this opportunity to stress the importance of features shared by many people.</p>
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"DRAGON STORIES" - "BIRTHDAY PARTY"

chapter 1 PART 1

Once upon a time there was a small town called YUMMY where very strange DRAGONS lived.

In the centre of the town, next to a fountain, there was a house of a small DRAGON who adored MINT. His friends called him MINT DRAGON.

Everything in his house was green and smelled of mint. He loved to ride a skateboard.

"Ho ho," MINT DRAGON used to say, "mint is good for everything. It's good for stomach ache, it makes you happier when you're feeling down, and it smells nice."

Everyday in the morning, after he woke up, he made himself a cup of mint tea for breakfast, ate cottage cheese with mint and bread with mint butter, and went to school.

Not far away, in the next street there lived his friend WILD STRAWBERRY. Her house smelled of wild strawberries. There were red fruits on the table, wild strawberries grew in flower pots, and portraits of smiling wild strawberries that lived in the woods or by the stream were hanging on the walls. Everyday she baked a delicious cake with wild strawberries and made strawberry jelly. WILD STRAWBERRY couldn't ride a skateboard, but she had a great voice and could sing beautifully. Most often these were songs about wild strawberries, of course.

"It's not true," she used to say, "mint doesn't taste best in the world. Wild strawberries are better. They are sweet, red and you can make ice cream, milk cocktails and cakes with them. They are very healthy and smell nice, too."

If you wandered through the streets of the town, you would find the house of a bike champion CHOCOLATE DRAGON just round the corner from WILD STRAWBERRY, next to the school. The windows of his house were made of milk chocolate, doors of bitter one and furniture of white one. In a chocolate vase there were flowers made of chocolate with nuts and raisins... Of course CHOCOLATE DRAGON used to tell everyone that chocolate is the best in the world. It's sweet and delicious. It contains healthy magnesium and gives you a lot of energy to work.

Next to his house there lived PEPPER DRAGON – as you probably guess, he peppered everything. Actually, we can say that he added a bit of scrambled eggs or toasts to pepper. PEPPER DRAGON painted beautiful pictures. He would make portraits of everybody and the only fault of his pictures was that he put them into frames sprinkled with pepper that made you sneeze. A – tschooooo!

Days in the town passed on, WILD STRAWBERRY baked her cakes, CHOCOLATE DRAGON offered sweets to everybody, MINT DRAGON brewed his healthy tea every morning, and PEPPER DRAGON made scrambled eggs with pepper. But the nicest moments were parties, to which each of the dragons brought for himself or herself and for other guests his or her favourite dainties. Nothing was scarce because everybody made sure that his or her favourite sides were most delicious and copious. As you can see, the lives of the inhabitants of the town were full of joy, colour and fragrance.

"DRAGON STORIES" - "BIRTHDAY PARTY"
chapter 1 PART 2

And one day MIXING DRAGON came to the town. He was wearing a grey sweater and a grey cap. He was polite and he smiled at all the other dragons but he didn't like distinctive tastes, bright colours or characteristic smells. He blended and mixed everything.

It happened that the next day it was CHOCOLATE DRAGON's birthday and all the inhabitants of the town were getting ready for the party. WILD STRAWBERRY baked the biggest wild strawberry cake in the world with half a metre high wild strawberry jelly, and MINT DRAGON prepared ten kinds of mint tea: there was cold mint tea, and hot mint tea, and mint tea with orange juice... PEPPER DRAGON prepared an enormous heap of pepper biscuits.

The party had just begun. The guests wished CHOCOLATE DRAGON a very happy birthday and gave him presents. As usual, they brought their favourite dainties. Suddenly the door opened and MIXING DRAGON entered the living room like a bullet. He gave CHOCOLATE DRAGON a strange – looking parcel and shouted,
"At the beginning of the party we're going to have a competition and I'll show you how my present works!"
"Hurray!" shouted the guests, "Great!!" Just like all the dragons in the world, our DRAGONS loved competitions.

MIXING DRAGON snatched a piece of each dish, disappeared behind a screen that stood in the middle of the room, and began to make strange buzzing noises.

"And now I'm going to cover your eyes with a scarf and you're going to taste something and say what it is without looking."

MINT DRAGON was the first to enter the competition. He opened his mouth and ate a teaspoonful of MIXING DRAGON's dish.

"Oh, my, what's this?" he shouted with disgust, "mintyish, but too sweet, with pieces of jelly, but it burns like pepper... No idea what it is..."

"And you, WILD STRAWBERRY?" asked MIXING DRAGON.

WILD STRAWBERRY tried the 'delicacy' and pulled a face of disgust, too.

"DRAGON, what have you done? I can taste wild strawberries, but it's thick and sticky, it smells of mint a bit, but it's bitter and burning... It... it doesn't have any taste at all, or rather, DRAGON, I apologise, it has an awful taste."

"What have you done? What present is that?" shouted the DRAGONS and looked behind the screen.

In the bowl there was a nondescript mass, grey in colour and disgusting in smell.

"I've brought a mixer as a present and I mixed all your dishes" said MIXING DRAGON, pleased with himself. **"Now all of them have the same taste and colour and smell. Isn't it cool?"**