

EXAMPLE No. 2**Thematic section: *Culinary journeys* , or: Our and our neighbours' delicacies**

The thematic section *Culinary journeys* is a series of lessons aiming at familiarizing children with the cultural variety of European countries. Of course, in accordance with the theme of the whole series, the main subject of this section is going to be the cuisine and particular dishes, but attention should be drawn also to the great scope of ways how meals can be prepared and consumed, how the table can be laid, to the variety of mealtimes, etc. During the practical lessons, proper table manners should be practiced and cutlery should be used correctly. Teacher should point out culinary similarities in Europe and on other continents, and underline the phenomenon of interweaving of cultures.

Depending on children's age, the level of their development, the access to teaching aids at school (library, Internet access, etc.) and outside of school, lessons can be conducted as workshops during which children look for information and analyse it, or as projects where the work is done partly at home and partly at school.

In class it is advisable to use certain elements with which the children are already familiar: songs, poems, sayings. This will help encourage the shy and will also introduce more variety to the lesson.

During *Culinary journeys* attention should be paid to characteristic dishes – symbols of a given country. Such a dish is the first connotation with a country, and it is a confirmation of a positive stereotype systematizing the perception of the world, e.g. GREAT BRITAIN: full English breakfast, tea and five o'clock, Christmas pudding, BELGIUM: moules with chips (moules-frites), chocolates; Italy: spaghetti, pizza, coffee; POLAND: borscht with ravioli, collops with buckwheat, sour soup, *goląbki* – stuffed cabbage, cheesecake, apple pie, Krakow cream cakes; GERMANY: sausages and sauerkraut; SPAIN: paella, tapas; AUSTRIA: Wiener schnitzel; CZECH REPUBLIC: dumplings, roast duck; FRANCE: beefsteak with chips, crepes and galette, snails Burgundian style, cheese; HOLLAND: milk, cheese, chocolates; HUNGARY: goulash and paprika; IRELAND: black pudding, white pudding; etc. (When teaching at school, for obvious reasons the beer culture of Belgium, Guinness in Ireland, whiskey in Scotland, etc. are not discussed). Apart from the aforementioned activities, it should also be pointed out that there are many

dishes 'shared' by a few countries, that many dishes in different cultures are similar, that cultures do interweave. In nearly all countries across Europe (and the world) people drink tea, although not traditionally at 5 o'clock. The French and Belgian crepes have their 'cousins', pancakes, in other countries, just like chips or chops - "milanese" in Italy, "schabowy" in Poland, "Wiener schnitzel" in Austria; paella has its Italian 'brother' – risotto; etc.

The *Culinary journeys* section is also a great opportunity to show children various ways of eating: with cutlery (European culture), using one's fingers – dishes rolled up in a 'pancake' (Indian culture), using chopsticks (Chinese dishes). Children can also get familiar with special (contemporary or historical) ways of laying the table: special tools for the crustacean, chopsticks, special handles for lamb's haunch, pins for handling corn-on-the-cob, etc.

Lessons can be accompanied by a wide range of activities connected with literature, music and arts typical of a given country, all of them corresponding with theme of the lesson. During the lesson or in a part of it, a characteristic song, piece of literature, of reproductions of paintings can be shown.

In case of a multicultural class, teacher should make sure that every child has a chance to present a dish from their own country, from the country of their parents or grandparents, their favourite country. This theme creates an opportunity for shy children, or those with a low level of self – esteem, to become a leader in the class for at least a moment.

In monocultural classes teacher should aim at arousing interest in other countries and cultures (especially the diversity in Europe), and at increasing the willingness to get to know them. Children should get accustomed to the existence of a varied and complicated image of the world, both in the cultural and the social aspect.

The first stage of developing a pluralist image of reality can be the historical aspect: making children aware that even in their own families meals have not always looked the way they do nowadays, and that the same meals (breakfast, lunch, dinner) can have completely different taste and content.

The selection of countries that are going to be analysed from the culinary point of view can be conducted in various ways. If there are children in the class who have contacts with a given country, or favourite places – such countries should be listed in the *Culinary journeys*. The idea that has worked for me (if children have no preferences) is throwing darts at the map of Europe (just the contours, of course, drawn on a big sheet of paper). One can also use a dice or a toy: where it stops, that will be the destination the following week. Another option is to draw lots from Mad Hatter's hat (a character from *Alice's Adventures in Wonderland*), etc. The method needs to be agreed upon with children so that they are involved in the planning and creation of educational activities right from the start. It is next to impossible, using the method adopted here and within the framework of the same thematic section, to talk about ALL European countries (even if you narrow your choice to the EU members only, you will have 25 countries after the enlargement.) The project can be run for a few years, but then there is the risk that it will become boring for children. In this way, the number of journeys should be set depending on how active, involved and interested children are. However, it would be advisable to talk about at least 5 countries in order to use their example to point out the richness of cultural variety (in this case cultural and culinary) of Europe as well as the multitude of similarities and common features, in order to make children used to table manners considered as proper in European culture. It is necessary to make sure that children are not put off research right at the beginning of the project, and that can be achieved by beginning the journeys in a very characteristic country children are familiar with: they will be able to say something about that country without any intensive research conducted on their own.

The suggested lessons can be chosen as separate units, or used as a theme. This will depend on the teacher's decision, on the time that can be devoted to the realization of the theme, as well as on the age and involvement of children. The culinary activities can be put into practice separately, or they can be an addition to lessons on similar subjects.

- **Estimated time:** each lesson ca. 20-45 min (plus additional 20 min for preparation of meals)

AIMS	CONTENTS	MATERIALS/METHODOLOGY
<ul style="list-style-type: none"> • Development of the ability to listen actively, to discuss and defend one's point of view • Getting used to planning work as a team and observing rules of teamwork • Searching for similarities in cuisine, customs and rituals, both contemporary and historical • Searching for similarities among dishes regarded as regional – interweaving of cultures • Searching for similarities in works of European arts connected with food (paintings, graphic arts, sculpture, literature) 	<p>LESSON 1: CHOOSING THE ITINERARY</p> <ol style="list-style-type: none"> 1. Introduction: discussing ways of spending leisure time. 2. Agreeing on the method by which countries are to be selected (with the note that a journey can be prolonged at any time). Depending on children's age, a scene can be arranged: an invitation to a magic tea pot, in which children are going to travel; darts; dice; Mad Hatter's hat; etc. 3. Preparation of a map and itinerary: in this part of the lesson, correlated with geography, many elements can be revised or introduced: North, South, East, West; names of countries, their capitals, neighbouring countries; characteristic features of terrain relief. Waters, climate, etc. All this in relation to the environment of the current place of residence of children. 4. Revision of rules of laying the table and table manners in accordance with the country of present residence (also information about table manners in other cultures). 5. Simulation of laying the table, using plastic cutlery or earlier prepared cardboard one – teamwork. 6. Reminding children of hygiene whenever they handle food (washing your hands, using clean kitchen utensils, washing fruit and vegetables, etc.). 	<p>MATERIALS NEEDED:</p> <ol style="list-style-type: none"> 1. Map of Europe (or its contours drawn on a large sheet of paper), on which one can mark (with magnets, flags, etc.) the visited places, mount illustrations, symbols, etc. 2. Maps of Europe showing its physical relief and political structure: to illustrate the geographical content that is introduced / revised. <p>METHODS AND FORMS OF WORK:</p> <ol style="list-style-type: none"> 1. Individual work; 2. Teamwork; 3. Discussion / elements of discussion; 4. Practical activities. <p>NOTES:</p> <ol style="list-style-type: none"> 1. Younger children can draw first, and then talk about their work. 2. Teacher must make sure that all children have the opportunity to

		<p>express their opinion, or to vote on the choice of itinerary.</p> <p>3. Teacher prepares work records for younger children. In 2nd or 3rd grade children can make them themselves.</p> <p>4. Commentaries to point 4 and 5 should be present during every lesson in order to consolidate and internalise the rules discussed.</p>
	<p>LESSON 2: VISITING THE MAD HATTER</p> <ol style="list-style-type: none"> 1. At the beginning of the lesson, teacher plays a (any) song by The Beatles. After turning the volume down, the music can stay as background for the lesson. 2. Teacher introduces the destination to children. 3. Children and teacher point at Great Britain on the map, establish the relation to their current country of residence to GB, read from the map interesting facts about GB. 4. Teacher reads out loud from <i>Alice's Adventures in Wonderland</i> a passage about tea at Mad Hatter's, and s/he asks if anyone knows the custom described in the book. Children say what they usually eat at home in similar circumstances – at teatime. 5. Teacher distributes pictures showing things used at teatime. Children colour them in and draw their own proposals. 	<p>MATERIALS NEEDED:</p> <ol style="list-style-type: none"> a) Face of a clock with mobile hands; b) boards with ingredients for meal at teatime; c) Recording of The Beatles and a tape / CD recorder; d) Reproductions of paintings, graphic arts or book illustrations presenting the custom of drinking tea; e) Recipe and ingredients for sandwiches and other teatime dishes; f) Utensils for preparation of

	<p>6. Children talk about the illustrations. Together with teacher they decide on teatime menu, compare it with the literary description and materials form other sources.</p> <p>7. Children plan further activities and choose the group.</p> <p>8. Teacher or a child sets the paper or real clock for 4.00 pm / 4.30 pm (revision of how to use the clock and read time). For the next 30 minutes children prepare sandwiches and other elements of teatime meal.</p> <p>9. Children tidy up the place where they were preparing teatime. They wash their hands and lay the table (cooperation with school canteen necessary).</p> <p>10. Meanwhile, teacher makes tea and moves the hands of the clock to 5.00 pm.</p> <p>11. While having tea, teacher initiates a conversation about ways of drinking tea, various meals at teatime, how this time is celebrated at children’s homes and home’s of their friends / relatives. Attention should be draw to both differences and similarities, e.g. in brewing tea or children’s likes and dislikes. It is also possible to start the subject of various attitudes to food – vegetarians, keeping a healthy diet (vegetables, fruit, juices, protein, eating less sweets and fast food), etc.</p> <p>12. Tidying up the classroom.</p> <p>13. HOMEWORK (choose one):</p> <p>a) Ask your parents / relatives / friends what they used to have to</p>	<p>sandwiches (chopping bard, plastic knife and fork, paper serviettes, disposable plates);</p> <p>g) Utensils to brew and serve tea (also with milk);</p> <p>h) Ingredients for sandwiches (prepared earlier): slices of bread (with cut-off crust)– white and dark, butter, cucumber (peeled and sliced), turkey meat (cooked and sliced), orange marmalade. One can also bring earlier prepared / bought shortbread;</p> <p>i) Things to wash and dry your hands with.</p> <p>METHODS AND FORMS OF WORK:</p> <ol style="list-style-type: none"> 1. Practical activities; 2. Analysis of fragments of literature and paintings; 3. Educational talks. <p>NOTES:</p> <ol style="list-style-type: none"> 1. In this case, Great Britain has been chosen as destination.
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	<p>breakfast or tea as children. Draw it.</p> <p>b) Design a poster informing your colleagues about a healthy diet / about proper table manners.</p>	<ol style="list-style-type: none">2. Activities can be correlated with or expanded to encompass the British arts: architecture, painting, graphic arts, sculpture, classical music, pop music.3. Before preparing tea, teacher should get to know children's eating habits, and keep them in mind when preparing the meal (vegetarians, children with allergies, etc.)4. Preparing teatime meal takes about 20 minutes.5. The teatime meal can be either symbolic – shown on illustrations, or made from real ingredients. If teacher decides to prepare a real meal, s/he needs to make sure there is access to the kitchen, that there are appropriate utensils and ingredients.6. When having meal, attention should be drawn to proper sitting position, table manners, including
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		appropriate polite forms when asking / reaching for things on the table, not speaking with one's mouth full, etc.
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Literature:

Series of books entitled *Xenophobe's Guide*

- *To the Italians* - Martin Solly
- *To the Hungarians* - Miklós Vámos, Matyas Sarkozi
- *To the Spanish* - Louis James
- *To the Germans* - Stefan Zeidenitz, Ben Barkow
- *To the Greeks* - Alexandra Fiada
- *To the Swedes* - Peter Berlin
- *To the Dutch* - Rodney Bolt
- Lewis Carroll – *Alice's adventures in wonderland* (illustrated by Sir John Tenniel) – Chapter 7: "A Mad Tea – Party" (<http://www-2.cs.cmu.edu/People/rgs/alice-VII.html>) ; Chapter X: "The lobster-Quadrille", a song „Turtle soup"

Examples of works of arts to be used in classroom:

1. Engraving – *De Thee*, Rijksmuseum, Amsterdam
2. Gysels Peter – *Still Life with Bread*, 1650
3. Cezanne Paul – *Still Life with Onion*, Louvre, Paris

Examples of Internet links with materials that can be used as teaching aids:

- <http://rijksmuseum.nl/asp/framuk.asp?name=/uk/collectie/meesterwerken.htm> - Rijksmuseum, Amsterdam, virtual exhibition, (e.g.): Vermeer Johannes (e.g.) *The Kitchen Maid*
- <http://www.nga.gov> - National Gallery of Art, Washington, (UK, IT, D, FR, ES)
- ✓ <http://www.nga.gov/collection/gallery/gg33/gg33-303.0.html> - (e.g) Pensionante del Saraceni - *Still Life with Fruit and Carafe*, c. 1610/1620, Samuel H. Kress Collection,
- ✓ <http://www.nga.gov/collection/gallery/gg90/gg90-46144.0.html> - Edouard Manet, *Oysters*, 1862, Gift of the Adele R. Levy Fund,

- <http://www.louvre.fr> - Official site. History, collections, virtual tour, schedule of all the events taking place at the museum (UK, FR, ES, China)
- ✓ http://cartelfr.louvre.fr/cartelfr/visite?srv=car_not_frame&idNotice=10867 - Jean-Siméon CHARDIN, *Ustensiles de cuisine, chaudron, poêlon et oeufs*
- <http://www.stashtea.com/#index> - Useful information about tea – history, types, influence on health, recipes, etc.
- <http://www.teatrail.co.uk/tt/index.html> - site devoted to tea, tailored for teachers and students. Includes a passage from *Alice's Adventures in Wonderland* with the description of customs related to drinking tea in various parts of the world; crosswords; etc.