

World Cuisine



Image source: <http://www.frankenpost.de/hobbykueche>

Age and level of the group: high school, grade 10, level A1 - B2

Task cycle: six lesson

Perceived learning outcomes for language and intercultural competence:

- Learning about other culture's holidays and how they are celebrated
- Learning about other culture's traditional food
- Exchange of information about own culture and foreign culture
- Communication in the target language

Digital tools

Name	purpose
Flipgrid	video discussion tool
Hangout	Video chat
Google Slides	presentation tool
Padlet	For sharing about different food
Google Forms	For answering questions about holidays
Google Docs	A collaborative platform to work on their project
Padlet	For sharing about different food

Lesson 1

Introductory lesson

Pre-tasks:

- a) Using Flipgrid, students introduce themselves to the other class. They might talk about their favourite subjects at school, their hobbies and their favourite food etc.
- b) each pair write five questions they would like to ask their foreign group members. Questions might relate to culture, lifestyle, holidays, interesting places in the foreign country, traditional dishes ... questions should be prepared prior to the first meeting.

Possible questions:

- *What holidays do people celebrate in your country?*
- *What do you usually do in your free time?*
- *What language do people speak in your country?*
- *What is your favourite school subject?*
- *What are the most famous and interesting places in your country?*
- *What is your favourite traditional dish?*
- *What do you know about our culture and country?*

Task:

Group members meet for the first time, using hangout. They're expected to introduce themselves at first and then start asking the questions they have prepared at home to start the conversation. Students are expected to express interest in the other culture and ask more questions about it if needed.

Lesson 2

International food in Different Cultures

pre-task:

At home, students research 'world cuisine'. They have to research one international dish of their choice and post interesting information they found about it on padlet. Each group would have a padlet board where they post their findings and share them with the other group members.

☐ students are also expected to read the other team members findings.

Guidelines for research:

- ***In what country people eat this dish?***
- ***Look into the source of the dish. Where did it originate from?***
- ***What are the main ingredients of this dish?***
- ***When do people eat this dish? Is it a holiday food?***

Task:

After they have posted and read about different international cuisines, students meet for the second time. The meeting would start with a guessing game. Each one of the group members would describe how their dishes are made and name the ingredients, then the others should guess the dish and its origin. Students are expected to say interesting facts about their dishes.

Lesson 3

Cultural Holidays and Festive Food



- ❑ We are assuming that the groups would be culturally diverse (exactly like our group!) therefore, we're not focusing on one or two specific cultural holidays, rather we're letting students choose the holiday they want to learn more about.
- ❑ The purpose of this task is to make the connection between food and the main cultural events, and how there are different dishes from different holidays.
- ❑ Examples of holidays (it can vary depends on the students' background):
Christmas, New Year's Eve, Chanuka, Rosh Hashana, Ramadan, Eid Al-Adha, Feira (Spain) ...

Pre-task:

Each student needs to answer a google form about one main holiday celebrated in their culture.

Possible questions:

- ***What is your favourite holiday?***
- ***When do you celebrate this holiday?***
- ***How do you celebrate it?***
- ***Do you make special dishes for the holiday?***

Task:

Third meeting: group members need to shortly talk about holidays they celebrate, then they share their answers on the google form and have a discussion about their favourite holiday food. After they have discussed them, they have to decide which holiday and dish they'd like to present to their classes. All group members must be involved in the decision collectively as they all have to present the same holiday to their classes.

Guidelines for the presentation:

- ***You are encouraged to use google docs or google slides to share ideas and work on this project collaboratively.***
- ***The presentation you'll be presenting in class must be on Google Slides.***
- ***In your presentation relate to:***
 - ☐ *the name of the holiday and why do people celebrate it*
 - ☐ *Where and when is it celebrated*
 - ☐ *How is this holiday celebrated*
 - ☐ *What is the Special Dish for this holiday*
 - ☐ *Ingredients*
 - ☐ *Interesting facts about the culture where they celebrate this holiday*
- ***Presentations should be no more than 10 minutes***
- ***Be prepared to answer questions from your friends!***

Lesson 4

Cultural Holidays and Festive Food - the presentations

Task:

Each group will present their presentation. They are expected to share interesting facts about the culture, a holiday and the food.

The main purpose of this task is for the students to improve their speaking skills and to be able to present in a coherent manner. In addition, they will learn about different cultures and different holiday foods.

- ☐ No meeting would take place in this lesson.

Lesson 5

World Cuisine - a recap

Tasks:

- a) Both classes will have a video conference. They will share what they have learned and gained throughout the project. What they liked the most about it and what are some difficulties they faced on the way. finally, students will share final thoughts and reflections about the project and wish each other good luck!
- b) Then, they will have a surprise kahoot about the presentations they had in classes and the different holidays and dishes mentioned in the presentations.