



LANGUAGE LEARNING THROUGH CULTURE & COOKING

Project No.2019-1-UK01-KA204-061490

KA2 STRATEGIC PARTNERSHIP PROJECT

Language learning through culture & cooking

Project No. 2019-1-UK01-KA204-061490

“Delivery techniques, sharing best practice, lesson plans”

Handbook for the training course

November 2020



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INTRODUCTION TO THE PROJECT

Language Learning through Culture & Cooking is a 2-year project funded through the Erasmus+ KA2 Adult Strategic Partnership Programme. Led by Dacorum CVS (UK) the project also brings together partners from Austria, Greece, Lithuania, Romania, and Spain to share their knowledge and expertise to create innovative training products which combine together the topics of language learning, cookery and inter-cultural dialogue. The project is aimed at adult learning providers and community development agencies, and it will provide them with new tools they can use to enable learners to enhance their learning outcome and through this role in the workplace and local society.

There is a growing recognition that when you engage and motivate adult learners, the individual results they achieve are at a higher level than what would have otherwise been possible. Motivation leads to increased knowledge, increased levels of confidence, increased skill sets and increased social contacts. Regarding migrants, it leads to an increased sense of being part of the community in which they are residing now. Each partner to this proposal has experienced with their own delivery the positive results that come from engaged motivated learners.

In all subjects taught to adult learners there is the potential to motivate learners. The quality of teaching is one aspect, as is the ambience of the training room and how the lesson plan is created / delivered. Some subjects lend themselves more to engaging learners and partners have seen cookery and inter-cultural exchange as ones with positive potential. The level of results achieved has a relationship with how the lesson is delivered. What works well could work even better and we always strive for improvement.

Partners have come together in this proposal to strive for that improvement through the creation of innovative ways in combining the delivery of language learning and embedding basic skills through the medium of cookery and intercultural dialogue. The latter achieves best results when exchanging all the cultures represented in the classroom setting, whilst cookery can broaden horizons through sharing traditional recipes whilst underpinning key messages around local sourced food and healthy eating. This provides an environmental and health & well-being dimension, as well as providing a way into active citizenship.

The project will create a portfolio of training materials, guidelines, handbooks and online resources for organisations and adult trainers to draw upon to enhance the delivery of their lessons. They will be written from the perspective of delivery within the setting of language learning for speakers of other languages, whilst at the same time recognizing the potential for transferability to other course topics. The adult trainers are the prime project beneficiaries, with through course material delivery migrant communities being the ultimate beneficiaries, though the wider population also benefits through participation in cookery and cultural exchange.



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AIM, OBJECTIVES AND CONTENT OF THE TRAINING GUIDELINES ON HOW TO DELIVER A COOKERY INTERCULTURAL AWARENESS TRAINING COURSE

The main aim of this Manual is to give trainers that are working with the materials developed in the LLCC project an overview on how to use the material and how to implement and adapt it to the real course situation. The Manual also includes tips and advice that can be useful both for the course development phase and the implementation.

The main aims of the Training guidelines are:

- Inform trainers on how to use and adapt the concepts for their use
- Recommendations on how to integrate language, literacy and numeracy into the training
- How to deal with intercultural issues and different backgrounds of your participants
- Inform trainers about assessment methods and strategies
- Offer Best Practise examples and lesson plans that can be used for the course designed by the trainers
- Engagement methods and useful tools for online courses

This section gives an overview on the pedagogical concepts of LLCC in a practical way offering different teaching and learning strategies. In the following sections of the Manual, many of the mentioned strategies and concepts are explained in a more detailed way, including practical **Tips and Best Practise examples**.

HOW TO INTEGRATE LEARNERS FROM DIFFERENT BACKGROUNDS?

Culturally responsive teaching is crucial in making sure that all students in the classroom get the attention needed and the respect they deserve to proceed effectively into the learning process. Although it may sound difficult for a teacher to cover sensitive topics and be careful with specific definitions, there are some basic guidelines teachers should follow to keep high-level expectations of the participants and get them interested in the material.

These guidelines have a universal character as they could be applied in a handful of cases - under the right adjustments - and achieve great results. Respecting the narratives of our project “Language Learning through Culture & Cooking” we aim to apply these methodologies within the context of cooking.

To begin with, basic steps that a teacher could follow will be presented in order to help people from different cultural backgrounds integrate into the local community.



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1. Redirect your role in the training from instructor to facilitator.

We are familiar with the fact that instead of creating space for “teachers-students” case, training creates “facilitators-learners/participants” case. However, it is something that should be made clear from the very beginning of the training.

An important requirement for creating a nurturing environment for learners is to reduce the power differential between the “teacher” and the “student”. Learners may display negative behaviour as a result of a perceived sense of social injustice: in a culturally diverse class the teacher thus acts more like a facilitator – a guide giving advice - and guides learners towards an educational path which the latter will discover and build according to their learning needs and phase.

Allow learners to bring their own recipes and work with them, encourage them to do so, or even try to exchange recipes with them and learn more about their culture and their eating habits. Trainers should work towards making participants feel comfortable under the specific context.

2. Express interest in the ethnic background of learners.

Encourage students to do research and share information about their ethnic background as a means of fostering a trusting relationship with others. To be more specific, there are people who believe that the correct use of herbs and spices could help to avoid catching a cold, while others completely deny such practices. Create a common point of conversation among students to unfold a topic related to food and cooking. Allow all learners to express their experiences and culture (in a short time) to create a positive atmosphere. This approach will have a major impact on learners as they will understand that they all have the same starting point. This will help them feel comfortable with the rest of the participants and encourage them to take a leading role when expressing their culture. It will prompt them to participate in the learning process more actively.

Detailed information on some of the suggested topics can be found in the section “Lesson plans and use of material”):

- Common dishes in the countries
- Herbs and Spices for medical reasons
- Specific cooking utensils used in each country
- Fresh or frozen cuisine?

Not to be misunderstood, the above topics are some of the suggestions that could be discussed during the training, but there are a plethora of different topics the facilitator can decide or



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even spot while the training takes place. Always stay focused on the information that learners provide and try to understand their interests and topics they wish to discuss.

3. Maintain an “inclusive” curriculum that remains respectful of differences.

A culturally responsive curriculum ensures that all learners are included within all aspects of the learning process, and it acknowledges the unique differences students may possess. Within the context of cooking, there will be learners who may be more advanced when it comes to verb tenses or numbers than others, yet those who lack knowledge should not be left behind. It is important that partners build common ground. An interesting approach would be to give the role of facilitator to those who already have a more advanced level so that both groups (the more advanced & the least advanced one) are actively involved in the learning process. This strategy will provide a means for both learning groups, aid the better information incorporation and thus promote inclusion.

4. Maintain a strict level of sensitivity to language concerns.

In traditional classrooms, students who are not native speakers often feel marginalized, lost, and pressured into discarding their original language in favour of the taught language. In a culturally responsive classroom, diversity of language is celebrated, and the level of instructional materials provided to non-native speakers are tailored to their level of learning language. Accompanying materials should be provided in the student’s primary language or a common language, and the student should be encouraged to master the local language.

Provide learners with material on cooking, like boards that could be useful to them when learning the language. Additionally, YouTube is always a source of information for them to find and cook recipes while at the same time activate their listening skills in the local language.

5. Incorporate methods for self-testing.

Another method to help learners become active participants in learning is to reframe the concept of testing. While testing is usually associated with grades (and therefore stress) in traditional classrooms non-graded tests can be used to provide progress checks and ensure that students do not fall behind on required material. Teaching students to self-test while learning new information will help them to remember the things that they have learned in class better and help them realize on their own when they need to study a topic in greater depth.

A practical way to monitor one’s progress is by raising questions such as the following:

- “When do I understand or not understand new material?”
- “What do I understand and what don’t I understand?”



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- “Why is it that I do not understand parts of the material I am trying to learn?”

Once learners have identified some of the problematic areas, they can work towards meeting their individual needs and start studying the material in greater depth.

6. Adapt your training material.

It is important for the instructor to adapt their training material to respond not only to learners’ needs, but to the needs of everyday society as well. Using technology and all the hidden resources can help the instructor facilitate the training more easily and effectively, which will allow the students to become familiar and gain experience with technological tools that will help them in their everyday life.

Diversity during training helps participants to appreciate different perspectives and draw stronger conclusions. Challenging learners to consider different perspectives can also teach them on how to interact with their peers on a social level and equip them with skills they will use for the rest of their lives. Not only does diversity improve social skills, but it can also have an impact on many different levels. It improves critical thinking skills, encourages academic confidence and enhances learners’ opportunities for integration into the local labour market.

PEDAGOGICAL APPROACH AND TEACHING STRATEGY OF LANGUAGE LEARNING THROUGH CULTURE & COOKING (LLCC)

The LLCC project seeks to combine three main topics within one project: language learning, intercultural dialogue and cooking. From this perspective the project is already innovative because it seeks to include all three basic aspects within the course, including the developed materials. The argument of food and cooking is often integrated into language courses both on A1 and A2 level but, at least superficially, not combined with intercultural aspects.

Given that, the basic principles of LLCC that are used throughout the whole project are the following:

Language learning	intercultural dialogue	cooking
<ul style="list-style-type: none"> • A1/A2 level • further development of language exercises 	<ul style="list-style-type: none"> • cultural differences & similarities • practical use of cultural concepts 	<ul style="list-style-type: none"> • cooking as a part of culture • integration of practical approaches

1. Language

The course is aimed at learners with A1 and A2 language levels in accordance with the Common European Framework of Reference for Languages (CEFR). The CEFR was developed by the European Council in 1990, and it includes a scale from A1 to C2 that defines each learner's language skills.

The criteria for both of these levels based on the CEFR the definition is:

- **A1:** Can understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- **A2:** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e. g. basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

More detailed information on the defined four basic skills of the CEFR (listening, reading, writing and speaking) can be found on the website of the Council of Europe: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

All activities and exercises in the LLCC project are based on this framework in order to guarantee compatibility with other materials and courses. Due to quite a big gap between A1 and A2 level proficiency, many of the developed materials are created in an “open” way which allows the trainer to adapt the activities and tasks to participants' real language level.

In this Manual, additional tips and explanations can be found in the section “How to embed basic language, literacy and numeracy into training materials”.

2. Intercultural dialogue

Within the LLCC project, intercultural dialogue is understood as a continuous communication process which raises cultural awareness and sharpens the perception of the individual culture. Given the different cultural backgrounds of learners, the dialogue has to be open in both directions. The aim is not only to foster the understanding of cultural traditions related to food made in refugees' and migrants' host countries, but also to enable an exchange of opinions and habits, including their cultural backgrounds. Through this bilateral process both differences and similarities can be explored, and it can help to understand and respect other cultural backgrounds.

In this Manual, detailed information, strategies, and tips on how to integrate learners from different cultural backgrounds with the local community can be found in the section “How to integrate learners from different backgrounds”.

3. Cooking & food

The materials cover the topic of cooking & food both in a theoretical and a more practical way. As the leading topic of the project, all activities and exercises focus on an introduction to cooking, for example, relevant words and phrases that are useful to talk about personal eating habits, to describe dishes and prepare methods, etc.

With more practical tasks, the topic will be used to engage participants for the course content and to foster the already mentioned intercultural dialogue.

INNOVATIVE LEARNING APPROACHES AND STRATEGIES FOR ADULT LEARNERS

The innovative aspect of the LLCC project is given through the step-by-step model. By following this model, learners raise their intercultural competences and language skills.

This **step-by-step model** combines the three main aspects of the LLCC project:

1. **Learning, repeating, and consolidating the basic vocabulary** of complex “cooking & food” related words and phrases together with an introduction to culinary traditions in the receiving country.
2. Use of the **language skills** in **group activities** related to **intercultural aspects** such as different food habits and traditions, typical meals, and dishes, etc.
3. Put the skills they have acquired into practise through **interactive group activities**, for example, going shopping, cooking together, etc.

The LLCC pedagogical concept tries to **unite all three main aspects** in order to create an **innovative course** that provides learners with the opportunity to improve their language skills by discovering cultural differences and similarities between their country of origin and their receiving country.

COMPETENCE GRID

The whole LLCC project is based on the **Competence Grid** developed for the content of the project and the four modules of the training course. The key to assess learning outcomes lies in the concrete competences every learner will accomplish by the end of the course.

It consists of three basic elements:

1. **Language:** build a new vocabulary, tell simple narratives, pose simple questions, ask for assistance, and give instructions (based on A1/A2).

2. **Culture:** reflect on cultural diversity, increase awareness of one's own culture, improve awareness of other cultures and find common ground.
3. **Personal skills:** social engagement, development of intercultural competences, experiencing diversity, collaboration.

The **Competence Grid** is the framework for all four modules that constitute the whole LLCC course. Furthermore, it is a useful planning instrument which guarantees that all activities and tasks are in accordance with the desired learning outcome and that they are measurable. The Competence Grid defines the framework for the teaching and learning strategies that are used in the various tasks and activities based on the three main aspects of the project (language, intercultural dialogue, and cooking/food).

Every module has its own competence grid in order to guarantee both learning strategies and competences as the final learning outcome, and that they are measurable (see the tables on the next page for more details).

The Competence Grid includes both the defined and the intended learning outcomes (Step 1 of the Assessment Process), and it defines the framework of the assessment measures (Step 2, see three basic elements). The developed material is also based on the Competence Grid.

TRAINING MODULES

Module I: Breakfast, lunch & dinner? Differences in eating habits

Aims of Module I:

- Share with participants basic information on the target language
- Explore basic grammatical structure in the target language
- Learn and improve learners' basic vocabulary related to composition and different meal courses
- Encourage social engagement through small group work with interactive tasks and activities.

Objectives of Module I:

- Participants will be able to share specific information about breakfast, lunch, and dinner in the target language of the country
- Be able to learn basic principles in the target language and start a conversation to reflect on their already gained knowledge and malfunctions.

Description of Module I:

Module I constitutes the initial input of the Intellectual Output 1, sharing information about breakfast, lunch, and dinner in the partner countries of the project. Learning about the different courses and traditions each country follows during the day can foster social integration and enrich their vocabulary into the target language. Activities have been wisely chosen to reflect a better learning process for the learners and ensure a wide variety of different approaches to combine both learning & intercultural aspects while cooking.

Implementation of Module I:

See lesson plans for possible delivery methods. The lesson plan at the beginning of this chapter includes two options, either a face-to-face format or an online-based format.

Learning outcomes:

The main learning outcomes are defined in the Competence Grid.

Module I: Breakfast, lunch & dinner? Differences in eating habits		
Language	Culture	Personal skills
Build up basic vocabulary: Know basic terms related to typical foods eaten at different times of the day/the daily routine.	Reflect on cultural diversity: Reflect on how eating habits may differ from culture to culture.	Engage socially: Be curious and open up to people and new social opportunities and share one's own knowledge and experiences.
Tell simple narratives: Tell others about their own eating habits and how they are linked to their culture.	Raise cultural awareness: Explain to others what defines their own culture in relation to eating habits.	Develop intercultural competence: Interact effectively and appropriately with others from different cultural, religious, social, ethnic and educational backgrounds to share information.
Pose simple questions: Ask others about their eating habits and how they are related to one's culture.	Become more aware of other cultures: Learn about eating habits in other cultures.	Experience diversity: Show interest and recognize the value of diversity.
Ask for assistance and give instructions: Ask others for assistance and/or give instructions when cooking together.	Find common ground: Find similarities in eating habits of their own and others' cultures.	Collaborate: Act as a team player by respecting differences and emphasizing common ground.



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Module II: Soup, starter, main course, dessert? Different courses in different cultures

Aims of Module II:

- Provide participants with basic information about meal courses in different cultures with a special emphasis on the culture of the receiving country
- Reflect on cultural diversity in relation to different meals (eating habits, typical dishes, traditions, etc.)
- Learn and improve learners' basic vocabulary related to composition and different meal courses
- Encourage social engagement through small group work with interactive tasks and activities.

Objectives of Module II:

- See Competence Grid.

Description of Module II:

Module II tries to introduce participants to different courses and traditions celebrated in their receiving country. By learning the different courses and typical meals that are served, participants not only learn more about cultural traditions related to food, but improve their vocabulary in this field as well. Like all Modules within LLCC, Module II seeks to introduce a wide range of different activities and tasks (quizzes, vocabulary tasks, mind maps, group discussions, etc.) in order to combine language learning with intercultural aspects and cooking.

Implementation of Module II:

See lesson plans for possible delivery methods. The lesson plan at the beginning of this chapter includes two options, either a face-to-face format or an online-based format.



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Learning outcomes:

The main learning outcomes are defined in the Competence Grid.

Module II: Soup, starter, main course, dessert? Different courses in different cultures		
Language	Culture	Personal skills
Build basic vocabulary: Know basic terms related to composition/different meal courses.	Reflect on cultural diversity: Reflect on how the composition of a typical meal could differ from culture to culture.	Engage socially: Be curious and open to people and new social opportunities; share knowledge and experiences.
Tell simple narratives: Tell others which courses make up a typical meal in one's own culture.	Raise cultural awareness: Explain to others what defines one's own culture in relation to the different meal's courses.	Develop intercultural competence: Interact effectively and appropriately with others from different cultural, religious, social, ethnic, and educational backgrounds to share information.
Pose simple questions: Ask others which courses make up a typical meal in their culture.	Find ways to be more aware of other cultures: Learn about typical meals and their composition in other cultures.	Experience diversity: Show interest and recognize the value of diversity.
Ask for assistance and give instructions: Ask others for assistance and/or give instructions when cooking together.	Find common ground: Find similarities in the composition of typical meals in one's own and others' cultures.	Collaborate: Act as a team player by respecting differences and emphasizing common ground.

Module III: Celebrations & traditions - meals served at special occasions

Aim of Module III:

- Spark up a conversation about the influence of culture, history and traditions on our culinary preferences together with the differences and similarities between celebratory meals of different cultures.

Objectives of Module III:

- Create opportunities for the participants to reflect on some of the characteristics of their own cultures, which creates a safe and friendly environment where they will feel comfortable to share and exchange facts about their cultures, important celebrations, and traditions. It also provides learners with an opportunity to express themselves

when using the new language, ask questions and accept feedback which encourage the participants to collaborate on common projects.

- See Competence Grid.

Implementation of Module III:

- To focus on celebrating different cultures and traditions which allows the participants to learn from each other and share fun facts about celebrations together with celebratory meals.
- During the first session, the participants will explore Moodle content on their own, complete quizzes, watch videos and become more familiar with new vocabulary. Individual activities can also include other interactive tasks, such as mind maps, reading, writing, or summarizing exercises.
- The second session focuses on questions prompted by Moodle content which will be studied by the participants. This can take the form of a group discussion led by the trainer during which the learners will feel comfortable to ask questions, share their opinions, hypotheses, and experiences, while the trainer will provide feedback, explanations, and additional information if necessary.
- The third session is dedicated to creating opportunities for the learners to use the new vocabulary words in context while sharing interesting facts about their favourite celebration. This will also help them gain confidence when it comes to using the new language and speaking in front of an audience for a short while. It is possible to divide the group into smaller teams or do the activity with all the participants who will benefit by learning about their teammates' cultures and might wish to continue the conversation after the class. Give a couple of minutes for each participant to organise their thoughts, but make sure to emphasize that the speeches should be short and that they should feel no pressure to use perfect pronunciation and grammar since the focus is on getting the information across. Provide short feedback with positive reinforcement along the way and encourage group celebration at the end of each speech.
- The fourth session takes this activity further, focusing on fostering cultural exchange, helping the participants become more aware of the specifics on their own culture while discovering and celebrating the differences and similarities between cultures. Each participant will first prepare their own presentation, including elements which they find relevant, and then they will give a presentation to the entire group and answer any questions or curiosities the other teammates might have. This helps to create a fun and engaging atmosphere which allows the participants to learn from each other, draw connections and have an opportunity to improve their self-confidence when it comes to interacting with others and public speaking. After considering the specifics of each group, it could be assigned as a team project if most of the participants are from the same country (fostering collaboration, negotiation, problem solving and other soft

skills). At the end, all the presentations will be grouped together as a visual representation of celebrating the different cultures presented.

- The final session of this module is dedicated to preparing a traditional dish together (either in a kitchen or working individually while communicating online). Throughout this activity, the participants will be encouraged to actively use the new vocabulary together with words and expressions previously learned. They can also ask questions related to cooking techniques, methods, etc.

Learning outcomes:

- By the end of module III, the participants will increase their vocabulary and become more comfortable with speaking in the new language in public. They will be able to share facts about their own culture and learn more about their teammates' cultures and culinary traditions by asking questions and providing feedback. In addition, they will have opportunities to work together with others towards achieving a shared goal by participating, asking for assistance, and supporting each other. They will be able to recognize new ingredients and utensils, learn more about cooking methods and techniques, and be able to prepare a new recipe on their own.

Module III: Celebrations & traditions – Meals served at special occasions		
Language	Culture	Personal skills
Build up basic vocabulary: Know basic terms related to celebrations and traditions.	Reflect on cultural diversity: Reflect on how celebrations and traditions could differ from culture to culture.	Engage socially: Be curious and open to people and find new social opportunities to share one's knowledge and experiences.
Tell simple narratives: Tell others about some of the celebrations and traditions that exist in the one's culture, and what meals are served at special occasions.	Raise awareness of one's own culture: Explain to others what defines one's own culture in relation to celebrations, traditions and meals served at special occasions.	Develop intercultural competence: Interact effectively and appropriately with others from different cultural, religious, social, ethnic, and educational backgrounds and share information with them.
Pose simple questions: Ask others about the celebrations and traditions in their culture and what meals are served at special occasions.	Become more aware of other cultures: Learn about celebrations and traditions in other cultures and what the meals served at special occasions.	Experience diversity: Show interest in and recognize the value of diversity.
Ask for assistance and give instructions: Ask others for assistance and/or give instructions when cooking together.	Find common ground: Find similarities in celebrations and traditions between one's own and other cultures.	Collaborate: Act as a team player by respecting differences and emphasising common ground.



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Module IV: Healthy cooking for a healthier environment

Aim of Module IV:

- To share information about a healthy lifestyle that will positively affect the eating habits of the learner
- Help learners recognize and categorize different types of foods according to the ingredients they contain
- Advance learners' language level through specific vocabulary.

Objectives of Module IV:

- To provide learners with the ability to recognize and categorize different ingredients and deem the most suitable to their healthy diet. This would be helpful for participants if they wish to buy local products and want to check if these products are according to their dietary needs.
- To foster learners, start conversations on ingredients and expand their language skills into the learning language.

Implementation of Module IV:

- Through this Module, learners will familiarize themselves with a plethora of different names boosting their vocabulary in the target language simultaneously. Activities in this module have a transitional character since the information offered is not particularly responding to the learning language, yet this module shares information which could be taken into advantage in every aspect of life, languages included. This module offers not only an abundance of vocabulary, but ideas for cultural integration and awareness through cooking as well.

Module IV: Healthy cooking for a healthier environment		
Language	Culture	Personal skills
Build up basic vocabulary: Know basic terms related to healthy cooking.	Reflect on cultural diversity: Reflect on how one's understanding of healthy cooking could differ from culture to culture.	Engage socially: Be curious and open to people and find new social opportunities to share one's knowledge and experiences.



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<p>Tell simple narratives: Tell others about what healthy cooking means in one's own culture.</p>	<p>Raise awareness of one's own culture: Explain to others what defines healthy cooking in one's own culture.</p>	<p>Develop intercultural competence: Interact effectively and appropriately with others from different cultural, religious, social, ethnic and educational backgrounds and share information with them.</p>
<p>Pose simple questions: Ask others about what healthy cooking means in their culture.</p>	<p>Become more aware of other cultures: Learn about how other people understand healthy cooking in their own cultures.</p>	<p>Experience diversity: Show interest in and recognize the value of diversity.</p>
<p>Ask for assistance and give instructions: Ask others for assistance and/or give instructions when cooking together.</p>	<p>Find common ground: Find similarities in how different cultures understand healthy cooking.</p>	<p>Collaborate: Act as a team player by respecting differences and emphasizing common ground.</p>

TEACHING AND LEARNING FACILITIES

One would argue that language learning through culture and cooking can be a tricky situation an individual is put into since it required a lot of effort and sometimes special kitchen tools which one may lack, yet that is not the case. Recipes' difficulty may vary according to the preference of ingredients and the method of cooking chosen. Therefore, not all have the possibility to cook fluffy garlic bread on the stove, yet the conventional oven can work perfectly. The most imperative thing while cooking is to let ourselves feel free to create meals for those who we love.

One cannot argue that choosing recipes in another language can always be tricky or even failure at some point. Following, are presented some basic tips in order trainers to help learners make their first steps into cooking in another language:

- ✓ Review the audience's basic knowledge into the learning language.
- ✓ Choose simple recipes in the beginning. By choosing simple meals the learners will get the opportunity to learn the basic ingredients faster making the learning process successful.
- ✓ Initially, the facilitator should choose recipes that you can also be cooked into the mother tongue¹.
- ✓ Give time to the learners to write down ingredients in the learning language in order to reminisce about a recipe. This is a key point during the learning process as it will help learning ingredients and allow the learner to make one step at a time. For instance, after cooking the first recipe he/she will be able to recognize basic ingredients like salt, pepper, olive oil so in the following recipe he/she will be ready to learn something else. Remember one step at a time is vital and the only way to lead to great results.
- ✓ Watch YouTube² recipes videos in the learning language. The combination of sound & image can give better and faster results. Just choose the recipe and the rest will come.

Unfortunately, having to adapt to the new reality COVID-19³ has imposed, for safety reasons learners should use their own kitchen tools in order to avoid any health risks. Therefore, it is important for the facilitator to choose wisely recipes with simple kitchen tools letting all individuals participate.

¹ <https://blog.pimsleur.com/2020/11/04/language-learning-through-cooking-and-food/>

² <https://www.youtube.com/watch?v=4xjR5U4XIRO>

³ https://ec.europa.eu/transport/coronavirus-response_en

Furthermore, a two-meter distance among participants is required as well as a personal sponge & soap to clean the kitchen tools used and the surfaces.

It is vital to abide by the rules the governments have established so that the training could keep going and help refugees and migrants learn a new language, foster resilience, and achieve better integration into the local society.

LEARNING OUTCOMES

- After successfully completing the training course, learners/adult educators will improve their competences and learn how to effectively organise training.
- By the end of the module, the learners/migrants will be able to interpret and apply nutrition concepts to evaluate and improve the nutritional health of communities.
- Determine and translate nutrient needs into menus for individuals and groups across the lifespan, in diverse cultures and religions, and for different income levels.
- Communicate effectively in their field of training using written, oral and visual channels of communication.
- Facilitate and participate effectively in a group, team, or organisation.
- Integrate creativity, innovation, or entrepreneurship in ways that produce value.
- Cooperate effectively to bring communities together and achieve a higher social impact.

ENGAGEMENT TECHNIQUES IN THE NEW ENVIRONMENT BASED ON VIRTUAL SESSIONS

The Covid-19 pandemic and the measures against the spread of the virus have increased the need for online-based teaching as a substitution to cancelled face-to-face courses that were difficult to hold during this period. Before the global pandemic, teaching online was much less used and it was often accompanied by face-to-face sessions. In fact, online-based formats were more of an exception than the norm. Forcing many trainers to switch their courses that have been designed for a face-to-face environment to an only online-based format in a relatively short time was a challenging situation.

One of the biggest problems of online-courses is the difficulty to keep your participants interested throughout the whole course, since it is harder to sit through, for example, a three-hour session.

This section of Manual IV introduces tools that can be used to create more interactive and interesting courses by using engagement techniques that serve as a “refreshment” for online sessions. These tools can either be added to already existing courses or be included in the



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planning process for new courses. This way, this section will also offer general tips for the structure and how to organise online-based formats.

The material developed for the LLCC project is created in a way that enables multiple delivering methods in order to guarantee flexible and tailored teaching possibilities for different environments and learning contexts.

TIPS FOR PLANNING AN INTERACTIVE AND ENGAGING ONLINE-BASED COURSE/FORMAT

Thinking about engagement methods and other interactive elements should be a part of the early stages of the course preparation. Planning an interactive, engaging and innovative course online requires knowledge of our participants/target group as well as basic technical skills. We would like to give you some general tips on how to make your online course more interactive:

- **The less the better**

Unlike face-to-face meetings, participants' attention span online is much shorter since we all stare at a screen for a long time instead of sitting together in one room. Online courses should be shorter than courses in real life in order to keep participants interested so that they would not lose interest in the course topics. Keeping it short is crucial when it comes to effective online courses.

- **More breaks**

As mentioned before, online courses are much more exhausting than face-to-face sessions. One of the easiest ways to avoid tiredness is to include more breaks in your online course. It guarantees that participants remain active throughout the course and that they are not getting so tired immediately.

- **Be flexible! Know your software and tools**

Organising a course online also requires a higher level of flexibility regarding possible technical problems with one of the software tools that you want to use in your online session. To avoid delays during the course, good knowledge of your used tools is essential as it will make your course smoother and help to reduce the stress level. Participants might have technical problems when connecting to meeting platforms or when using one of the proposed tools. You can avoid this by sending them all the technical requirements in advance together with useful information about needed registrations on platforms, tools, etc.

- **Do not forget to socialize!**

It is also important to include socialising activities when organising your course online. This means to adapt, for example, get-to-know sessions from traditional face-to-face meetings to an online format. When we sit together in one room, it is much easier to notice personal



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feelings, expressions and other forms of emotions which is more difficult in an online environment. Therefore, it is even more important to include an icebreaker and other activities to encourage exchange and communication among the participants. Do not forget to include a part dedicated to the expectations and wishes of the participants! By doing so, you will reach a higher level of your participants' identification with the course content and thus higher levels of motivation.

- **Include interactive elements**

Good courses, both online and offline, include a lot of interactive elements that increase the involvement of your participants and keep them awake and focused. When it comes to online-based formats, it is even more important to include interactive elements like games, questions, sessions with smaller groups or other activities that include and involve your participants.

TIPS, TOOLS AND MORE ON HOW TO ENGAGE PEOPLE IN YOUR ONLINE-COURSE

The material developed for the LLCC project covers different innovative approaches by including the topics of language learning with cooking and intercultural dialogue. Being interactive is one of the main aims of the project. Our material was developed both for the use in a traditional face-to-face setting within an online learning context in order to provide trainers with the flexibility they need to deliver a good and effective course.

EXAMPLES AND RECOMMENDATIONS

In this part, we list tips and suggestions on how to put into practise the recommendations mentioned in order to ensure successful partner engagement online.

Creative online tools and their practical use

In this section, we introduce useful tools to make your online course more interactive. We will show you with concrete examples how to implement these tools into your online course.

1. Use Zoom breakout sessions

Zoom (www.zoom.us) right now is probably the most known and one of the most used online conference tools on the market. Nearly every organisation has one Zoom account and uses the platform regularly for their online meetings and sometimes for training purposes as well. We want to focus on the breakout-session that can be an effective element to raise the participation level of your audience.

Breakout-sessions on Zoom allow it to divide your group into small separate rooms where participants can discuss separately about different topics or work together on a task. It is an easy but at the same time an effective tool that makes it possible to bring variety to your online course.



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How to use it:

Breakout sessions can be used in various ways and forms. Use it, for example, in the beginning of your course, divide participants into groups of two and give them a little task to work on. This helps to engage them more directly. Through dialogue in small groups, the team spirit within your group will grow as well.

Many courses of the LLCC project already include an interactive approach, for example, through tasks that participants work on a given topic together. Some of the topics may include differences and things in common regarding eating habits related to the daily routine, the perfect menu during which participants in groups of two must prepare a menu using the relevant vocabulary, etc. These topics are easy to adapt to online format if breakout sessions are included in the course. The only things your participants at home will need are some paper and a pencil – and they can do the same work as they would do in the classroom. You can give them, for example, 10 minutes for the preparation of a task and then additional 10 minutes for the preparation in groups of two, followed by a presentation of the results to the entire group.

2. Kahoot

Kahoot (www.kahoot.com) is an interactive game-based learning platform that allows users to create multiple-choice based online quizzes. The use of these games can be an effective tool to make online courses more interactive. Kahoot offers multiple packages. One of them, the Basic version, is free of charge and can be used by everyone. You only need to register.

Kahoot is easy to handle and allows you to create interactive quizzes directly within the online platform. With the generated link participants can go to the website of Kahoot and enter the link or code in order to have access to the game. The difference between many other platforms lies in the fact that the actual game, the quiz, is interactive: based on the answers of the participants the result appears on the screen.

How to use it:

Kahoot can be used in between online sessions as a funny element that helps to keep the attention of your participants. For example, at the beginning it could be used as a tool for checking the participants' wishes and expectations for the course or at the end as an evaluation tool (with questions like “How do you like the course so far?” or “What was the most interesting topic/task of the course?”).

3. Mentimeter

Another online tool like Kahoot is Mentimeter (www.mentimeter.com). While Kahoot focuses on quizzes, Mentimeter enables you to create interactive presentations which once again allows the participants to take an active part during the presentation. With the free basic version, Mentimeter offers the possibility to use at least three of their many online features



that cover, for example, multiple choice questions, rankings, scales, open-ended questions, etc.

How to use it:

Mentimeter can be used in the same way as Kahoot, but it offers even more options that can be used for the introduction or evaluation of one course section (or the whole course). Validation methods as well as a group-brainstorming session are possible scenarios that allow Mentimeter to be integrated into the course. For example, the option “Scales” can be used for thematic introductions to one module or for validation/get-to know activities. The only thing participants need to have is a stable internet connection and, in case of face-to-face sessions, a mobile phone or a portable device.

4. Miro

Miro (www.miro.com) is an online visual collaboration platform that allows you to work in a team on different tasks that are shown on a big whiteboard. It is in fact an online version of a real whiteboard which users can design and work together on flipcharts, flowcharts and many more. One of the advantages of Miro is that even with the basic version many different templates are available. Also, smaller teams can work without any problem on the same flipchart or graphic even though they are not physically in the same room.

How to use it:

Miro can be used for all online-based formats. One example related to the LLCC course materials could be group work that is normally organised with flipcharts. The only thing the trainer must do is register on the platform, add all the participants, and prepare the virtual flipcharts. Like in real face-to-face meetings, the trainer can divide the participants into groups and maybe connect them to Zoom breakout sessions. It is possible for all groups to work on one whiteboard using the zoom (larger/smaller) function on Miro.

There are also available templates like “Icebreaker” where participants can add content to a general question, quizzes, or other meeting points in general (agenda, tools for analysing topics, etc.).

COOKING & INTERCULTURAL DIALOGUE IN ONLINE FORMATS

Creativity is needed when it comes to adapting elements like cooking and intercultural dialogue to online formats. In the following part there are some general tips on how to add and include cooking and intercultural dialogue to a mainly or predominantly organised online course.



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1. Include “Live-tasks” in online meetings

If it is not possible to organise the course in an appropriate training location with kitchen facilities, one possibility to include the cooking element is to add video-based tasks to your (online) course.

The first possibility is to create a task/activity with the support of video-based formats. For example, tell your participants to connect to the conference tool with a mobile phone. Everyone goes to their kitchen and by using the real objects there, it is possible to include vocabulary tasks (“What’s the name of this object?” or “How do you use it?”). This sort of activity requires at least a small level of technical knowledge, and so the required software should be installed beforehand in order to avoid delays due to technical problems.

2. Take a (cooking) video at home!

The second possibility is to use videos as a homework task. One task could be, for example, to create a short video during which every participant talks about their favourite dish. In addition, the video could also include the cooking process, but this depends on the technical skills of your participants and their willingness to film themselves while cooking at home.

Many of the activities created for the LLCC project allow to include video-based tasks and modify the activity to this format if necessary.

3. Small-group activities that integrate intercultural dialogue

Whenever possible, all the developed activities and tasks that include a discussion or group task within the LLCC course material also include the option to organise it virtually using common online conference programmes.

This is important because even if the course is organised on an online basis, the intercultural element should remain an integrated part of the course. The easiest option is to use breakout-sessions on Zoom or other online conference tools that allow splitting up the participants into smaller groups and prepare detailed questions/tasks for them. In small groups, participants can then discuss their cultural background or eating habits. If appropriate, combine it with the already mentioned digital tools like MIRO in order to make brainstorming sessions more efficient, for instance, by collecting the participants’ main ideas on one central whiteboard after the discussion.

Examples on how to combine the mentioned tips and tools can be found in the section “lesson plans” where different plans for face-to-face, hybrid/blended, and online courses are available. For more information, see section “lesson plan”.



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LESSON PLANS AND USE OF MATERIAL

The LLCC material was created in a way that allows trainers to individually create their tailored course using the variety of different approaches within the developed materials. The Covid-19 pandemic has changed some of the teaching and training possibilities. A lot of flexible new teaching methods and approaches are based on online-formats which will be part of many courses after the pandemic ends as well. The following lesson plans are recommendations and guidelines on how the course can be effectively delivered, but they have to be adopted based on the real course situation and the availability of teaching (and cooking) facilities together with other factors, for example, the language level and digital competences of the participants.

Every lesson plan will cover optional parts which the trainer can choose from based on the individual needs of the participants. The trainer can choose the best concept for their course, followed by examples taken from the developed material that include, if applicable, some of the suggestions on how to implement the tools and tips mentioned in another section of this Manual.

All lesson plans use the **Competence grid** as a guideline to define what participants should be able to do after completing each module. Based on the Competence grid, every module includes activities and tasks covering language learning, cooking and intercultural dialogue (see Competence grid for more details).

Both lesson plans are delivery possibilities that are based on the location and training facilities, the participants, and the availability of equipment (computers, microphones, cameras, smartphones, beamers, etc.). The course has to be designed individually in order to meet the expectations of the participants. However, the following lesson plans try to offer a framework that trainers can use when designing their course.

Example of a lesson plan for blended learning/face-to-face online course format

a. Overview

MODULES	DURATION	LESSONS	CONTENT/METHOD
I. BREAKFAST, LUNCH AND DINNER	15 min.	Introduction	Via Mail before the official course begins
	1 Hour 30 min	Moodle-Content (homework)	Different Moodle-content based on the content in each language, following the agreed structure (not in a chronological order): <ul style="list-style-type: none"> • Images and text • Quizzes

			<ul style="list-style-type: none"> • Vocabulary • Working with text • Mind maps
	40 min	Get-to know combined with different food habits worldwide	<p>Combining get-to-know elements with different food habits worldwide.</p> <p>Short introduction of every participant.</p> <p>Combined with question: What is their favourite traditional meal?</p>
	1 Hour 15 min	My food diary	<p>Individual working time to prepare a food diary – drinking and food history of the last day.</p> <p>Presentation of the results and a discussion.</p> <p>(maybe needed: additional time to explain/repeat vocabulary.)</p>
	1 Hour	Preparing a shopping list – kitchen utensils	<p>Vocabulary tasks combined with practise exercises in the kitchen (“explore the kitchen”); use of short dialogues.</p> <p>Variation: if no kitchen is available.</p>
	15 min	Feedback, Homework	Feedback session, next steps.

II. Soup, starter, main course, dessert	1 Hour	Moodle-content (homework)	<p>Different Moodle-content based on the content of each language, following the agreed structure (not in a chronological order):</p> <ul style="list-style-type: none"> • Images and text • Quizzes • Vocabulary • Working with text • Mind maps
	30 min	Answers & Questions to Moodle-content/homework	Answering questions related to the Moodle context.
	30 min	Your favourite course	Every participant gets one prompt card (“What is your favourite course?” or “What do you like to eat for that course and why?” – 5 min.

			groups of two: a presentation; one person should sum up the information. (15 min. Trainer creates a “map of favourite courses” including the meals – discussion: differences/similarities.
	1 Hour 15 min	My favourite meal	First part (25 min): participants are divided into groups of two. They should create their “perfect meal” by using the dishes they already know. They should use as many words as possible. Second part (35 min): every group presents their results to other participants; other groups ask questions.
	1 Hour	Shopping	Going shopping.

III. Celebrations & traditions – meals served at special occasions	1 Hour	Moodle-content (homework)	Different Moodle-content based on the content of each language, following the agreed structure (not in a chronological order): <ul style="list-style-type: none"> • Images and text • Quizzes • Vocabulary • Working with text • Mind maps
	30 min	Answers & Questions to Moodle-content/homework	Answering questions related to the Moodle context.
	30 min	My favourite celebration	Based on the basic vocabulary from the Moodle course, every participant chooses their favourite celebration and explains why the event is special for them with some (easy) sentences – each participant gets 3 min.
	1 Hour	Celebrations in my home country	First part: every participant gets one flipchart and must prepare one celebration that is typical in their country/region/city & introduce some of

			<p>the typical dishes for that celebration (30 min individual preparation time).</p> <p>Second part: presentation of every flipchart with answers & questions from other participants.</p> <p>Trainer creates the “wall of celebrations” putting together all the results of the participants.</p>
	1 Hour	Cooking preparation, kitchen utensils	<p>Practical part in the kitchen: what do we need for cooking? Vocabulary of kitchen utensils and continuation of the last exercise of Module 2: recipes and how to use the utensils for cooking.</p>

IV. Healthy cooking for a healthier environment	1 Hour	Moodle-content (homework)	<p>Different Moodle-content based on the content of each language, following the agreed structure (not in a chronological order):</p> <ul style="list-style-type: none"> ● Images and text ● Quizzes ● Vocabulary ● Working with text ● Mind maps
	30 min	Answers & Questions to Moodle-content/homework	<p>Answering questions related to the Moodle context.</p>
	50 min	Food pyramid	<p>First part: introduction, vocabulary, and questions.</p> <p>Second part: allocation of food to the food pyramid using old direct mails from supermarkets.</p>
	40 min	Healthy cooking worldwide	<p>First part: groups of two get three questions: What does healthy cooking mean to you? How do you try to cook healthy? What are healthy dishes/food in your home country/region? – individual brainstorming.</p> <p>Second part: trainer prepares “healthy food world card” where all the answers of participants are collected.</p>

	At least 1 hour	Cooking together	Last part of the course is based on the last interactive activities (shopping, preparing for cooking). In this part, all the participants cook together one small & easy meal in order to finish the course in a positive way using the vocabulary learned during the course.
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b. **Examples and tips**

- Try to use a **kitchen or similar facilities** for the course or at least parts of the course. It makes the course more authentic and much more interesting for the participants.
- **Combine the aspect of language learning with practical tasks**, for example, use a kitchen to explain its facilities, go to a supermarket to practise dialogues and use the appropriate vocabulary, etc.
- Try to **link all the four course elements**, for example, the last part of every course may consist of something “practical” (preparing a shopping list, going shopping, cooking preparation, real cooking). Try to create a course that allows participants to see the progress and give them the feeling of being part of something they can be proud of.
- The **online part (Moodle course)** serves as **preparation for the following module**, which is the introduction part. The essential vocabulary that should be the integral part of the other activities within the module will be presented.

Example Lesson plan for online-course format

a. **Overview**

MODULES	DURATION	LESSONS	CONTENT/METHOD
I. Breakfast, lunch, dinner		Introduction	Via Mail before the official course begins
	1 hour 30 min	Moodle-Content (homework)	Different Moodle-content based on the content in each language, following the agreed structure (not in a chronological order): <ul style="list-style-type: none"> • Images and text • Quizzes • Vocabulary • Working with text • Mind maps
	40 min	Get-to know combined with different food habits worldwide	Combining get-to-know elements with different food habits worldwide.

			<p>Short introduction of every participant combined with the question: What is their favourite traditional meal?</p> <p>USE OF ZOOM BREAKOUT-SESSIONS + Kahoot/Mentimeter</p>
	1 hour	My food diary	<p>Individual working time to prepare a food diary – drinking and food history of the last day.</p> <p>Presentation of the results and a discussion.</p> <p>(maybe needed: additional time to explain/repeat the vocabulary.)</p> <p>USE OF MIRO/ONLINE FLIPCHART</p>
	1 Hour	Preparing a shopping list	<p>Participants should think of one dish that they want to “virtually” cook. In groups of two (Zoom breakout sessions) they should EACH prepare one shopping list based on a checklist/guideline including some questions as well (“Why do you want to prepare this?” or “What is the tradition behind it?”).</p> <p>USE OF MIRO/ONLINE FLIPCHART</p>
	15 min	Feedback, Homework	Feedback session, next steps.

II. Soup, starter, main course, dessert	1 Hour	Moodle-content (homework)	<p>Different Moodle-content based on the content in each language, following the agreed structure (not in a chronological order):</p> <ul style="list-style-type: none"> • Images and text • Quizzes • Vocabulary • Working with text • Mind maps
	30 min	Answers & Questions to Moodle-content/homework	Answering questions related to the Moodle context.
	30 min	My favourite meal	First part (25 min): participants are divided into groups of two (using Zoom Breakout-Sessions). They should

			<p>create their “perfect meal” by using the dishes they already know. They should use as many words as possible.</p> <p>Second part (35 min): every group presents their results to other participants; other groups ask questions.</p> <p>Integrating online tools like MIRO/ONLINE Flipcharts is possible.</p>
	40 min	At the restaurant	<p>A short dialogue based on a template that every participant gets online. Participants can be divided into groups of two using Zoom Breakout-sessions.</p>
	1 hour	Grocery Online-Shopping	<p>Participants should go to an online-shop of a supermarket. In groups of two (Breakout-Sessions) they should virtually buy products they need to create dishes. At the end, every group presents the results based on the last activity of Module 1 (preparing a shopping list). Participants buy the food they need for their dishes/meals.</p>

III. Celebrations & traditions – meals served at special occasions	1 Hour	Moodle-content (homework)	<p>Different Moodle-content based on the content of each language, following the agreed structure (not in a chronological order):</p> <ul style="list-style-type: none"> ● Images and text ● Quizzes ● Vocabulary ● Working with text ● Mind maps
	30 min	Answers & Questions to Moodle-content/homework	<p>Answering questions related to the Moodle context.</p>
	30 min	My favourite celebration	<p>Based on the basic vocabulary from the Moodle course, every participant chooses their favourite celebration and explains with some (easy) sentences why the event is special for them. Each participant gets 3 min.</p>

	1 Hour	Celebrations in my home country	<p>First part: every participant gets one virtual flipchart using MIRO/other whiteboard/flipchart online programme and has to prepare one celebration that is typical for their country/region/city & introduce some of the typical dishes for that celebration (30 min individual preparation time).</p> <p>Second part: presentation of every online flipchart with answers & questions from other participants.</p> <p>Trainer creates the “wall of celebrations” by putting together the results of the participants (using MIRO the effect of a “wall” on the online whiteboard is generated automatically).</p>
	1 Hour	Cooking preparation, kitchen utensils	<p>Based on the digital skills of your participants this activity can be organised in an interactive way. The task/activity is the continuation of the last activity of module 1 & 2 and thus should be based on that.</p> <p>Practical part in the kitchen: what do we need for cooking? Vocabulary of kitchen utensils and continuation of the last exercise of Module 2: recipes and learning how to use the utensils for cooking.</p>
	1 Hour	Moodle-content (homework)	<p>Different Moodle-content based on the content in each language, following the agreed structure (not in a chronological order):</p> <ul style="list-style-type: none"> ● Images and text ● Quizzes ● Vocabulary ● Working with text ● Mind maps
	30 min	Answers & Questions to Moodle-content/homework	Answering questions related to the Moodle context.
	50 min	Food pyramid	First part: introduction, vocabulary, and questions.

<p>IV.</p> <p>Healthy cooking for a healthier environment</p>			<p>Second part: allocation of food to the food pyramid using online shops of supermarkets. The task could be to search online-workshop products and allocate them to the correct level of the food pyramid.</p> <p>Technical implementation: food pyramid on MIRO – participants then allocate the products to the food pyramid.</p>
	40 min	Healthy cooking worldwide	<p>First part: each group of two (Breakout-sessions) gets three questions: What does healthy cooking mean to you? How do you try to cook healthy food? What are some of the healthy dishes/food in your home country/region? – individual brainstorming.</p> <p>Second part: the trainer prepares “healthy food world card” after which all the answers of the participants are collected.</p>
	At least 1 hour	Cooking together virtually	<p>Last part of the course is based on the final interactive activities (shopping, preparing for cooking).</p> <p>Possibility 1: “cooking together virtually”:</p> <p>If your participants are equipped with a smartphone, it could be possible to cook an easy dish together with everyone at home (using ingredients that every participant should have bought before as part of a homework task). The trainer shares their screen and shows the cooking steps like in a training video. Participants can talk and show the process.</p> <p>At the end everyone eats “virtually” together with other people.</p> <p>Possibility 2: “talking about cooking”:</p> <p>If it is not possible to cook together due to technical limitations or other</p>

			<p>problems, the last part of the course can be used to sum up the course and do something more interactive, like a game, or the trainer shows the others how to prepare a meal using their kitchen (or something fun and interactive).</p>
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b. **Examples and tips**

- Look at the section “**Engagement techniques in the new environment based on virtual sessions**”: many of the tools mentioned in the lesson plan are explained in this section of the Manual as well as general tips that are to keep in mind when organising the course online.
- Take care of the **real language level and the digital skills** of your participants: it may occur that you have to rearrange the course in order to deliver the course that is right for your participants.
- The lesson plan does not include breaks, especially online. It is **important to take more breaks** as it is tiresome to look at a screen for four hours.
- Do not forget to try to **keep balance** between **language learning, intercultural dialogue and cooking** especially when organising online courses, interactive elements, and conversations between participants. When there is no balance the impact of the course is reduced.
- It is good to come up with an interactive course – try to be **creative** in the course creation and implementation using, for example, tools like Kahoot or Mentimeter for introduction purposes or as an icebreaker at the beginning or during the course.

ASSESSMENT METHODOLOGY AND MEASURES

Throughout the four modules, we will focus on using formative assessments which will help us better understand the students' needs and learning process in order to be able to provide them with further explanations and clarifications when they are needed. Ideally, assessment tools should be seamlessly integrated in the learning experience and activities, since they can be valuable not only in gauging the participants' initial knowledge and reinforcing long-term information retention, but also as standalone learning tools, which helps to create a friendly, low-pressure environment promoting collaboration, reflection, and participation. When it comes to our assessment tools, they will be constantly calibrated with our intended learning outcomes and competence grid in order to best serve our purposes. The following types of assessments can be used both online and f2f, and we should choose the instruments and methods appropriate in each case.

Before each module we can use initial quizzes (non-graded) to help the participants self-assess their existing knowledge and ignite their curiosity in order to prepare them for what they are about to learn and establish a fun, interactive and safe environment. At the end of each module these quizzes can be taken again, reflecting a change in perspective, and helping reinforce the knowledge that was gained. The quizzes can be integrated within Moodle when used for individual study; when part of the group activities, we can use some simple interactive online tools such as Kahoot, Mentimeter, or Slido, which will help us get a clear picture of the entire group.

Another type of assessment tool we can use is matching exercises. The participants may be asked to match elements in column A to elements in column B, group similar items together, find the odd element out of a group, etc. These further reinforce knowledge acquisitions by helping the learners draw mental connections and identify relationships between different concepts in an interactive way.

We can also use open-ended questions as reflection prompts, either as individual tasks, where each participant will take some time to think about our intended topic and formulate their opinion as a short-written answer, or as opportunities for discussion and debate. It will also help the participants learn more about each other and their respective cultures and how to listen closely while upholding their beliefs and arguments in a polite and friendly way. This can be done either in real time, f2f or via Zoom breakout rooms, as well as over a period on a discussion forum. The class can be divided into pairs or smaller groups, or you can even engage the entire group in a certain discussion, depending on what you find appropriate for reaching the desired learning outcome.

Another useful assessment/learning tool is group tasks and projects. These promote collaboration, helping the participants gain a sense of community and participation. It encourages them to work with others, establish trust and create a safe environment where



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they feel comfortable to ask questions and experiment while supporting each other. These can be used either during the cooking and shopping activities, with tangible results to be enjoyed by all participants, or as reflection/research prompts at the end of which the group will either need to produce a presentation or a visual or verbal summary of their conclusions, etc. We can ask different groups to evaluate each other's final products in order to promote the engagement and contribution of all members.

Mind maps/concept maps are another formative assessment tool that can help us evaluate the participants' knowledge at a certain point, while also allowing them to draw mental connections and imagine the relationships between certain concepts, thus engaging visual and tactile learning and reinforcing the gained knowledge.

Games and gamification elements can be used as interactive assessment tools, introducing competition and fun in a safe, friendly environment. These allow us to evaluate other types of skills, such as collaboration, creativity, flexibility, patience, and perseverance. Ideally, they should be integrated with our other activities and can be used both in a virtual, as well as in a f2f context.

Dialogue simulations/role-playing activities can be especially useful in replicating real-life situations where the participants will be using the language elements learned throughout the different modules, in a low-pressure, friendly environment, where they will feel free to express themselves and make mistakes. This will be helpful later when the participants find themselves in similar situations. The simulation experience will help them gain confidence in using the knowledge acquired, providing an opportunity to the trainer to offer feedback, gently correct pronunciation errors, and assess the degree to which the learners are able to accurately communicate their ideas or express themselves creatively within the environment of the new language.

As mentioned earlier, all these types of activities are more effective when integrated within the process of learning, serving as tools for the trainer to constantly assess its effectiveness, provide feedback to each individual learner and make the necessary adjustments. When it comes to summative assessment measures, they are sometimes overlooked within a non-formal environment, but can be especially useful both to the trainer and the participants when they feel integrated with the other course materials and reflect the same degree of interaction, fun, positive reinforcement, and relevance in the real world, which helps the learners celebrate their progress and achievements.





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CERTIFICATION

By the end of the course, participants should receive a Certificate of Attendance and Achievement. The aim of this Certificate is to provide learners with proof of completing the course.

General information about the Certification process:

- A template including the most relevant aspects about the Certificate can be found in this Manual (see the next page).
- The purpose of certification is to demonstrate that specified requirements have been met.
- The requirements relate to the competences defined in the Competence Grid and the concrete Assessment strategy that define the required Competences participants have to reach.
- The Certification can be organised in a formal way, for example, by giving the Certificate to every learner/participant as the final ceremony after the course ends.

The **requirements** are defined in the Competence Grid (see section aim & objectives of the Training Guidelines and Assessment strategy). Every participant has successfully finished the course when:

- **Active participation:** Participating level reaches more than 75%; successful completion of at least 3 face-to-face or online sessions.
- **Completion of at least 3 homework-sessions** (mainly focused on online-formats and Moodle courses).
- **Language:** participants have improved their skills on level A1/A2 by completing all the tasks and activities of at least 3 modules.

Certificate:

The Certificate should contain at least:

- The name of the course/project.
- Basic information: name of the participant, date, and the location.
- Start and finish day and the amount of training hours.

Additionally, a more detailed description of the course content may be integrated in order to give a better overview about the learned competences. A simple Certification that can be adapted in order to fit the local course is provided in the *Certification Example* below.



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[Certification Example]

LL & CC Erasmus+ project Certificate of attendance

This is to certify that

NAME

has participated and successfully completed the training course/the course “Language Learning through Culture & Cooking”

from (starting date: DD/MM/YYYY)

until (finishing date: DD/MM/YYYY)

for a total number of hours of training equal to:

.....

Date and signature

Stamp (if applicable)



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REFERENCES AND RELEVANT WEBSITES/USEFUL LINKS/ RESOURCES AND PUBLICATIONS

- LEARNING ZONE - new approaches to language courses for migrants and refugees (guidebook and MOOC). <https://www.salto-youth.net/tools/toolbox/tool/learning-zone-new-approaches-to-language-courses-for-migrants-and-refugees.2379/>
- UNESCO (2020). Distance Learning Solutions. (collection of resources and tools) <https://en.unesco.org/covid19/educationresponse/solutions>
- British Council (N/D). Language Assessment in the Classroom. (online course) <https://www.futurelearn.com/courses/language-assessment>
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http://www.sscnet.ucla.edu/anthro/faculty/ochs/articles/Ochs_Shohet_2006_The_Cultural_Structuring.pdf
- Linguacuisine (website) <https://linguacuisine.com/>
- Healthnic (website) <https://healthnic.eu/>
- The Languages Kitchen. (website) <https://thelanguageskitchen.com/>
- Enjoy the Taste of Austria! (website) <https://www.strudelschnitzel.com/>
- Great British Chefs (website) <https://www.greatbritishchefs.com/collections/classic-british-recipes>
- My Greek Dish (website) <https://www.mygreekdish.com/>
- Taste Lithuania (e-book)
https://issuu.com/beatosvirtuve/docs/b.nicholson_taste_lithuania
- Uncover Romania (website) <https://www.uncover-romania.com/gastronomy/romanian-recipes/>
- Spanish Sabores (website) <https://spanishsabores.com/>

YouTube Channels:

- Food 52 <https://www.youtube.com/user/food52TV>
- Mind Over Munch <https://www.youtube.com/user/MindOverMunch>
- Clean and Delicious <https://www.youtube.com/user/danispies>
- Delish https://www.youtube.com/channel/UCWMI6Xw3M37ti_C964vmYvg

PROJECT CONSORTIUM

<p>Project coordinator Community Action Dacorum (The United Kingdom)</p>  <p>www.communityactiondacorum.org</p>
<p>Project partners Active Citizens Partnership (Greece)</p>  <p>www.activecitizens.eu</p>
<p>Social Innovation Fund (Lithuania)</p>  <p>www.lpf.lt</p>
<p>Magenta consultoria projects (Spain)</p>  <p>https://magentaconsultoria.com/</p>
<p>Predict CSD Consulting (Romania)</p>  <p>www.predictconsulting.ro</p>
<p>Die Berater unternehmensberatungs gmbh (Austria)</p>  <p>www.dieberater.com</p>



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