



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

Guidance material for

Team building/integration exercises for adult learning providers, multi-cultural enterprises/organisations

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INTRODUCTION

“Language Learning through Cookery and Culture” is a training tool to enhance basic literacy skills, build on social integration and intercultural dialogue through the medium of cookery.

There is a growing recognition that when you engage and motivate adult learners, the individual results they achieve are at a higher level than would have otherwise been possible. Motivating learners leads to increases in:

- Participation;
- Knowledge;
- Levels of confidence;
- Skill sets;
- Social contacts;
- An increased sense of being part of the community in which migrants are residing now.

Aims of guidance

The aim of this manual is to support the creative delivery of the training materials and lesson plans found in manual 1. It will be a useful tool for trainers, adult learning providers, multi-cultural enterprises and other types of organizations offering informal learning for adults.

Objectives of guidance

The objectives include:

- It contains helpful information about how to work effectively within the informal adult learning sector and includes examples of best practice.
- It aims to deliver tips and techniques for working with adults, including ice breakers, team building activities and ideas for exploring integration exercises.
- It includes tips for embedding and enhancing basic skills in language, literacy, and numeracy.
- It includes methods for successful online and blended learning delivery.

Icebreakers, team building and integration exercises methodology

These activities are included to foster a relaxed environment for the participants. They can help to build rapport among learners and create a productive learning environment. They help to prepare learners for collaborative group work and can remove initial barriers and feelings of awkwardness often experienced by individuals entering a new situation.

Team building activities can include: Communication skill activities, problem solving, decision making, adaptability and planning activities, trust building activities.

The idea is to have fun, and challenge individuals to engage in the process and the sense of community cohesion will begin to develop.

Things to consider:

1. What do you want to achieve with your activity? Is it an opener? Is it to encourage partner communication? A confidence builder? Is it for raising energy and creating a sense of fun?
2. Introduce your activity to your learners, and not only what you are doing, but why you are doing it. Its purpose.
3. Where does the activity happen in the timeline of the overall course? At the beginning you will need exploratory activities; in the middle of the course, you may want to include a competitive edge to allow personalities in the group to become unveiled. Or is it during the session when you feel the participants' energy may be low and there is a need to energize them with something fun and active.
4. Where is the activity happening? Do you have the space? The resources? Will it work as an online activity? Does it need an odd or even number of participants?
5. Remember, activities do not always go as planned. Being flexible and willing to learn are part of building a positive and open community of learners.
6. Be mindful of ethical dimensions of cross-cultural groups, religious and cultural differences, as well as comfort levels. What might be easy for one person to do, may not work for another person.
7. The activity may be an opportunity to reflect on differences and similarities of the individuals, their backgrounds and culture to foster intercultural dialogue.
8. The activity may promote the sharing of techniques, traditions, and knowledge.
9. The activity may encourage creative thinking. To inspire communication and sharing of ideas.
10. The activity may encourage problem solving, critical thinking and communication. It may foster a competitive spirit between teams or small groups.

Note:

Initial assessment of literacy and numeracy skills is essential for establishing a baseline for any team building or integration exercise. Otherwise, if your activities are pitched at a level too high or too low, the activity could collapse and have a negative and demotivating effect.



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Examples of Quick and easy icebreaker activities

Name Game

Objective: To get to know each other and have fun; a memory game.

Each participant introduces themselves and says a type of food (it may be a fruit or a vegetable) beginning with the same letter of the alphabet as their name. Each person has to remember and repeat the previous names and the type of food before introducing themselves and their food.

The dish shares! (Autobiographical method)

Objective: To begin to open on a personal level, learn a little about each other; initial assessment of conversational language level.

Asking each participant what dish they would like to prepare for the class. Ask them how they have learned to make it, why it is significant to them, and what powerful memory they associate with it.

Building a tower to rest an egg on (raw one if you do not mind clearing up the mess if it breaks!)

Objective: Problem solving, communication, teamwork.

You will need 6-10 sheets of newspaper, one egg and sticky tape (per team).

Each team/partnership will have the same number of resources. They must build a three-legged structure resembling a tower or a platform on which you must be able to rest an egg for at least a minute.

Marshmallow Game

Objective: Problem solving, communication, teamwork.

You will need 20 sticks of spaghetti, 1 meter of tape, 1 meter of string and 1 marshmallow for each team. All groups should be divided into four students. Ask the teams to build the tallest freestanding structure with the marshmallow on the top.

IMPLEMENTATION OF TRAINING SESSIONS

Teachers, trainers and facilitators should apply participative and learner-centred approaches, emphasizing valuable input of each learner. The working methods are primarily based on the active learning approach promoted through the non-formal and informal activities in flexible action-based learning environments.

An all-inclusive approach should be applied avoiding a one-size-fits-all model ensuring adaptation of the learning to individual needs.

Some teaching/training reminders

1. Embed literacy, language and numeracy as often as possible using recipes, conversations, Q&A, etc.
2. Informal initial assessment of language ability is essential. Trainers need to understand at what level the learning activities should be aimed to ensure inclusivity.
3. Understand the learner's motivations; intrinsic motivations – what are their personal motivations for attending the course? Extrinsic motivations – what are the benefits of attending the course for the learner?
4. Have a variety of teaching and learning techniques within each session to ensure that all learning styles are covered: multi-dimensional activities designed for visual, kinetic, audio and experiential learners. This will ultimately engage all learners regardless of their learning style.
5. Emotional connections enhance learning. Allowing learners to share stories about food and cooking will foster great learning opportunities.
6. Allow the freedom for experiential learning: learners can be encouraged to learn in their own way. For example, it is OK to try different ingredients for the recipes. Allow the lesson to deviate from the original plan. Do not panic when learning happens! (This should be within the time parameters and learning goals!)
7. Use targeted Q&A to encourage inclusion. Encourage the learners to raise questions.

Using an extensive variety of methods when delivering training will not only engage learners, but meet the wide range of their needs as well. These methods can be used to support language, numeracy and skills development, and may include:

- Whole group teaching;
- Embedded learning;
- Problem solving and discovery learning;
- Practical activities;
- Individual and partner work;
- Case studies, role play and simulation;
- The use of different media including ICT and interactive resources;
- Independent and resource-based learning;
- Learning through discussion;
- Individual coaching and tutorials;
- Peer working.

Encompassing participants' cultural diversity encourages inter-cultural dialogue and cross-cultural cooperation. It will promote the importance of safeguarding cultural heritages through cooking and recipe sharing as a good example of cross-cultural cooperation.



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LEARNING OUTCOMES

- After successfully completing the training course, learners/adult educators will improve their competences and learn how to effectively organize training.
- Facilitate an effective participation in a group, team, or organization. For instance, it is good to make clear from the very beginning that active participation will be the key of today's session. Using verbal and non-verbal cues to encourage participation is a good method as well. Do not rely on the same volunteers to answer every question. Respond to frequent volunteers in a way that indicates that you appreciate their responses but want to hear from others as well. Move to a part of the room where quiet participants are sitting; smile at and make eye contact with these learners to encourage them to speak up.
- Recognize and categorize the various ways that different cultural backgrounds may affect the learning process.
- Use different methods and tools to effectively facilitate an inclusive learning process. For example, create an inclusive space in the classroom so that participants feel comfortable expressing their viewpoints and ideas. Let them know that stereotyping, homophobia, racism, sexism, etc. are offensive.
- Demonstrate an understanding that individuals from different cultural backgrounds may hold different perspectives on everyday issues and respond differently to the learning material.
- Develop, implement and monitor strategies for raising intercultural awareness through cooking and language learning by encouraging creativity and fostering opinion-sharing.
- Demonstrate awareness of how another culture feels from the standpoint of an insider by encouraging different opinions instead of conformity.

TEACHING AND LEARNING FACILITIES

The institutions which will organize team building/integration exercises (training) for adult learning providers or multi-cultural enterprises/organizations should ensure a convenient learning environment, technical equipment and tools that are necessary for facilitating the teaching and learning process within the following facilities:

- classroom with internet, multimedia projector and a computer with the possibility to use PowerPoint;
- other organizational tools (board, handouts, paper and etc.);
- kitchen utensils (optional);
- etc.

Adult learning providers should be prepared for the teaching process respectively.

They should:



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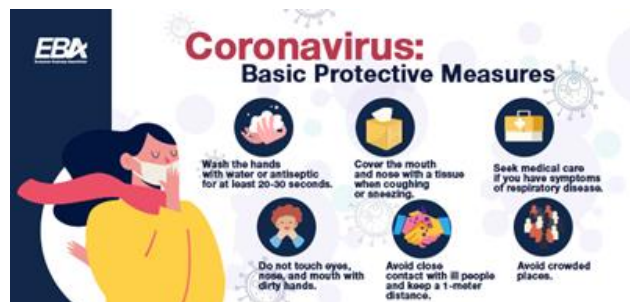
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- create a psychologically friendly teaching and learning environment;
- be acquainted with the background of the audiences and be aware of their needs and expectations;
- have the knowledge and skills to organize cookery/language learning sessions;
- have a good knowledge of the teaching content (Modules I-IV);
- have essential personal characteristics: have good communication skills, be tolerant, be able motivate learners and poses of positive self – evaluation skills;
- must have good facilitation skills, for instance, an ability to initiate discussions, collect reflections, react on feedback, provide summarized answers;
- etc.

Considering the risks of COVID-19, the following transmission and protective measures should be taken to protect adult educators/learners:

- Clean your hands often. Use soap and water, or an alcohol-based hand rub.
- Stay two meters apart where possible, or one metre with extra precautions in place.
- Wear a mask when physical distancing is not possible.
- Cover your nose and mouth with your bent elbow or a tissue when coughing or sneezing.

Clean AND disinfect frequently touched surfaces. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.





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THEORY INPUT

Teaching and learning strategies to use with adult learners

Most educational activities for adult education include content within the ordinary adult education system and courses specifically targeted at migrants. This content includes language teaching, general cultural education at basic levels, and vocational education programmes targeted at adults. Examples of specific initiatives and projects showing good practices are also relevant in order to provide trainers with high quality references.

The overall objectives of language teaching through cooking are to achieve sufficient language skills and knowledge of cultural and social conditions in order to engage effectively in society and with other citizens. The project is aimed at adult learning providers and it will provide new tools they can use to enable learners to enhance their learning outcome together with their role in the workplace and local society. The project's aim is to integrate learners into the host society through language and cooking - the two key aspects of any culture.

In order to be successful when implementing the activities, we should take into account that adult students should consider the lessons to be truly relevant to their needs. They need to understand how the new skills they are going to acquire will improve their daily lives as well as see the possible impact they may have in the nearby future.

When working with adults, trainers should also take into consideration everyone's life experiences and background since these can influence their take on the content they are developing as well as their point of view regarding culture or social life.

Trainers should make the participants feel important by highlighting that their emotions are valid. The content of the activities should also be related to experience and emotions since that way it will be easier to establish a connection between the learners and trainers. Individual learning should also be encouraged so that participants could explore a topic further on their own at the same time they learn to work within a group. Trainers should also present projects that inspire collaboration so that participants would have a bigger goal. Trainers should provide feedback too so that students would feel heard. Trainers should bear in mind that feedback could not only come from the trainer but from their partners as well.

How to organize the LLCC training and differentiate tasks and activities

We have developed four modules that cover four different topics with different tasks and activities whose aim is to promote inter-cultural dialogue through cookery and language learning. It can be the basic structure for the individual training course.

A task should include different activities within it. Different activities will cover specific topics that will be analyzed and further developed. This way, we can provide learners with several





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tasks under the same topic (activity). The idea is to create a tree structure in which activities are a step further than tasks. We choose this approach in order to cover several topics and take into consideration every nuance.

We would like to establish a visual reference in order to better understand the structure of the training: the training would be a tree, the tasks would be the branches and the different activities would be the leaves. This way we can grasp the roles of each section within the project.

How to integrate learners from different backgrounds, what challenges may arise in the integration process of participants with different backgrounds and how to overcome them

In the increasingly multicultural society we live in, it is necessary to acknowledge cultural differences in the educational field. Learning about other people's backgrounds is key in order to learn and develop new social skills. Employment and empowerment are also key elements of successful integration and language competences are an essential requisite for the society.

When migrants arrive in a new country they should have the necessary tools to be able to have a meaningful experience, and they should acquire the skills that would allow them to establish relationships with locals and other migrants. "Researchers have documented that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving". (Stuart Wells, Fox, Cordova-Cobo, 2016, p.2).

Drexel University School of Education (2018)

Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world.

However, participants may face some particular challenges during the training which include language barriers or cultural differences. There are several strategies that trainers can follow in order to encourage integration of participants and ensure that the classroom environment and the learning process are responsive to the cultural diversity of the group. Here we would like to suggest some of them:

- **Know your students:**

Trainers should be advocates for cultural awareness and integration within the classroom. They should also take into consideration the feelings and personal situation of every student. In a diverse group, participants have different backgrounds, hobbies and learning habits. It is something that trainers should bear in mind in order to achieve successful communication.

Showing interest in the participants' interests will be a key point when establishing a relationship of trust between the trainer and student. The trainer will be able to form a bond with the students both as a group and individually. This interest will make participants feel valued and appreciated, building a comfortable atmosphere and creating a safe space in which everyone can communicate freely while respecting each other. Communication among participants is very important since they can learn from each other which will result in an inclusive learning environment.

- **Communicate:**

Once the trainers get to know their students they should maintain a healthy relationship with them, focusing on communication throughout the training. Having 1 on 1 conversations will often help to maintain consistency in the relationship and make the trainer accessible for everyone, establishing them as a figure of trust. Participants should be able to talk to the trainer about their feelings on a personal and professional level. Feeling comfortable will help identify problems that may arise. Having a great trainer-participant relationship is key in order to discuss the progress of the individual and the group and offer guidance when required.

- **Respect:**

When participants are respected and their choices are celebrated, they feel empowered which is always positive both collectively and individually. The trainers should evaluate the different situations that may arise during the training and encourage students to learn and do research by themselves on their own interest as well as the culture of the place they live in. Acquiring new knowledge about different cultures will allow them to understand the similarities and differences of the population. This research can also be a great point to have in common with the rest of participants who are in similar situations. Finding common aspects among different cultures can also be beneficial since the participants can get used to concepts and manners that may be out of their comfort zone. In order to promote discussion and understanding, participants should be able to identify their cultural differences and similarities and that is why trainers should encourage them to learn different aspects of other people's cultures. The group should be able to celebrate other cultures and learn how to talk about them in a respectful manner, inside and outside the training.

- **Awareness of other cultures:**

While trainers should encourage students to engage in conversations about different cultures, it is also important that the trainers highlight the relevance of being sensitive to everyone's culture, beliefs, language and manners. The group should take time to understand the cultural heritage of every participant while the trainer should implement an inclusive approach during the sessions. Trainers should also provide resources for participants in order to help them develop their knowledge; visual and interactive exercises are often more intuitive and practical than a traditional lecture. Participants can also share their experiences and collaborate within



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the group to make lessons accessible and entertaining. If the trainer listens to their suggestions the group will feel validated and they will build a safe space where they can learn and succeed.

- **Acknowledge diversity:**

The environment built within the group is very important in order to foster cultural awareness. That is why the trainer should focus on including diversity in every aspect of the training. Bringing people with different backgrounds and cultures together can help to add various points of view to different topics. Diversity can be represented in a group in different ways and the trainer should give options to the participants in order to express their culture and connect with each other as well as with the content of the training.

- **Be flexible:**

When managing the group, the trainer should give participants freedom regarding what they can bring to the training. If they feel comfortable they will establish a connection with the content of the training that will make them understand and acquire knowledge in a more effective way leaving superficialities aside. When students have the chance to make meaningful contributions to the group they show their way of understanding the content of the training. The trainer should encourage discussions around the presented topic so that students can be exposed to different perspectives and help each other in order to solve problems that may arise. Even if they do not reach this common ground they should be able to respect and accept everyone's opinion. These kinds of interpersonal skills will be valuable when applying for a job or in any social encounter they may have.

How to embed basic language, literacy, and numeracy into training materials

First of all, we should mention the main themes that need to be considered when embedding language, literacy and numeracy skills into the training materials. In order to do so, we will need a series of strategies and approaches focusing on the result. Social concepts such as teamwork or partner work are strongly related to structure ideas such as plans, processes and actions that the training carries out.

The question we should ask ourselves is if the training allows participants to acquire basic language, literacy and numeracy skills in order to help them achieve their goals within society and make them feel part of the group. Moreover, we should analyse the structures we follow in order to ensure the support of the acquisition of these skills since the way the program is organized can be crucial from start to finish.

Partnerships among participants can be very effective since they can explore the materials in the learning activities together but also individually.



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Trainers should follow several steps in order to ensure that the method is effective:

1. State clearly which particular LNN skills learners need to acquire in order to succeed beyond the training.
2. Analyse the required level of each skill.
3. Relate the language, literacy and numeracy skills directly to new opportunities that may arise for the participants.
4. Develop sessions that cover themes related to the main topics.
5. Use trustful resources in order to provide theory backup to the development of the language, literacy and numeracy skills.

The embedding process is a valuable experience that enables both the participants and trainers to learn and understand the relevance of theory and practice together. There are several practical activities that trainers can implement when developing the sessions:

1. Combine language, literacy and numeracy skills development into practical tasks and activities.
2. Find the main Language, literacy and numeracy skills that participants need.
3. Use schemes of content and plan each session thoroughly.
4. The use of flow charts can also be useful in order to understand certain processes.

Getting participants interested in developing literacy, language and numeracy skills may be challenging and that is why trainers need to explain and promote the importance of those skills both individually and socially. A good way to do this can be by highlighting the meaningful connections participants can experience when developing these kinds of skills, giving them an active social role. When motivating learners to appreciate these skills, trainers can apply several approaches to help them communicate with the group in an effective way, such as encourage them to participate actively in every session, explain the theory and link it to the practice and use reliable resources so they can consult the references.

In order to keep the group interested trainers should pay special interest to what the acquisition of these skills can bring to the participants' lives. They should take into consideration the positive impact the training can have in their lives focusing on their lives beyond the training itself. They can also highlight the ability to share their new knowledge with their relatives or people that may need it. One more thing trainers could point out is that thanks to the training, participants can develop new meaningful relationships with their partners.

Learning from observation can be great practice for the group since it is an effective way of being aware of what the rest of the group does. It also helps to acquire new knowledge, come up with new topics related to the activities and have discussions about topics that may arise.

Personal and professional development is key in the embedding approach. In order to keep participants interested trainers can use both formal and informal methods, going from activities and tasks to mentoring and debate. We can summarize the content of this section by saying that the trainers should implement activities which include the development of skills for life beyond the training, the analysis of the participants' needs and the development of new knowledge and teamwork skills.

Assessment strategies theory

Assessment is an integral part of the instruction as it determines whether the goals of education have been met. Assessment is usually regarded as the antechamber of grades when this is not necessarily true. Assessment is a key element of instruction; however, grading is not always necessary and sometimes it may be counterproductive. Assessment is made to identify changes in the skills base and knowledge of our students, which may require new learning goals. These new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

When assessment is carried out correctly, it provides useful information on:

- Students' starting point: their knowledge base, gaps in their training and special needs;
- Setting educational standards to achieve learning goals;
- Students' progress: it can be assessed through evaluation whether the students have grasped and comprehended the required materials enough as to be able to discuss them;
- Trainer's performance as assessment makes it clear whether the training method and approach is suitable for the students. It also provides a guide regarding the direction the trainer should take in order to improve and adapt the training delivery.

Two of the most prominent assessment approaches are:

- Standardized assessment: Standardized assessment is about evaluating all the students by using a standard set of activities during a set time. A common example of standardized assessment is the university entrance exams. They do not consider different abilities students may have nor allow to use different processes for the evaluation since the same set of questions is provided to all candidates.

Standardized assessment can be useful to identify the strengths and weaknesses of students in relation to the current standards set. However, standardized evaluation can easily lead to demotivation, both among students who consistently fail to achieve high marks – which can lead to an increase of drop-out rates -, and among trainers who

may feel pressured to choose a training method that focuses on achieving certain knowledge in a set amount of time rather than a more time-consuming active exploration of the subject, which tends to be more enjoyable for students and also provides more in-depth knowledge. Also, various authors have linked standardized assessment to curriculum narrowing as the training tends to focus on the subjects or areas to be tested while other important knowledge and skills are left aside.

- Alternative assessment, often called performance or comprehensive assessment, is usually designed by a teacher to assess the understanding of students, such as compositions, open-ended questions, or projects. This type of assessment is designed to match the contents delivered during the training.

Through this type of assessment, it is easier to provide students with feedback on what they need to improve. This type of assessment is usually interactive (requires more from the student than just memorizing and writing), which helps to engage students. This leads to students feeling more involved in their assessment and in charge of their learning process.

Some assessment strategies suitable for adult learners are the following

- Open-ended questions: they can be text-based to assess students' knowledge, individual understanding, and analysis of the matter, or asked by the trained. Discussions over a particular matter help students to develop their understanding and discover new perspectives that are different from their own together with other soft skills such as argumentation, critical thinking and oratory.
- Quizzes: at the end of the class, students can be given a short quiz to assess their level of understanding. Digital tools, such as *kahoot*, can make these quizzes more interactive, competitive, and fun so that students would be more willing to participate.
- Summaries: asking students to summarize the key point of the lesson helps the trainer to know what exactly the student remembers and helps the students to know what they need to revise.
- Listing what they did not understand: after having been asked to make a list of the concepts of exercises they did not understand, they can reflect on what they need to improve. It also allows the trainer to adapt the lesson content if many students do not understand the same concept, and it allows them to know which students need extra material or more individual support, and in what areas.
- Progress journaling: by keeping a journal which includes what was covered in the lesson and how well the student understood it, plus a self-reflection on how the student plans to tackle their own learning process, the student becomes accountable for their learning process. The trainer can check the journal to assess the student's learning process and whether all the important concepts of the lesson have been included.

Best practical examples, tips and hints to adult learning providers on how to combine the course topics in a creative manner

As the training course deals with topics such as cooking and culture, it offers opportunities to be creative while achieving the final goal of integration and language learning. Both subjects allow a great variety of reinterpretations and leave a lot of room for different activities which ultimately lead to the development of language skills and integration. Some creative activities have been proven to engage students while developing cooking, culture and language skills and fostering integration:

- Allow students to discover the ingredients by themselves. Not just the name in the target language, but also their flavour. You may want to present the same ingredients cooked in different ways so that students could assimilate the flavour together with the different ways on how to prepare it.
- Prepare a cooking contest. You may want to divide the class into smaller groups or do it individually. Let your students prepare some local dishes and explain the process in the target language. You can all be the judges and decide together which dish is the best after sharing a bit of yourselves and the local culture at the table. If you can count with the help of volunteers, it would be nice to make teams of volunteer-participants to develop their language skills further.
- Introduce your students to local farmers. You can even agree on helping cultivators with their daily tasks so that your students could feel part of the process of growing food. This way, they will also gain a sense of appreciation for locally grown food. By working hand by hand and talking to local growers, they will also practice their language skills and get to know new people.
- When dealing with traditional recipes, students may enjoy learning more about the culture behind the recipe: why that specific dish has become traditional; when the dish is typically prepared; how the festivities are celebrated, and any other relevant information that is available.
- Take the group on a trip to different cultural spots of the city and explain their relevance. Back in the classroom you can ask them to compare the different places visited, or the tradition around them with different dishes. As it is a very subjective exercise it may be difficult for them to speak up at first, but once someone breaks the ice (it could be the trainer), the participants will have fun and engage in the activity while explaining why they have chosen to represent each place with a certain dish. This makes them process the information they have gathered during the visit, and it helps them improve their language skills.

Educational activities within the ordinary system of adult and continuing education

Educational activities for migrants may include general courses within the ordinary adult and continuing education system and courses specifically targeted at migrants, such as language and culture courses. In the next paragraphs different educational activities will be discussed.

- **Language teaching:** Language learning is a key element in migrants' integration process. The overall objective of language teaching is that migrants acquire language skills and cultural competence in order to effectively participate in the host society. To achieve this, language learning courses combine basic language skills (reading, writing, listening, and speaking) with cultural aspects of the host country. These cultural aspects include traditions, customs, and festivities along with social norms and law.
- **General adult education:** In some cases, migrants arrive without proof of their previous education. In other cases, they did not have the opportunity to receive any education in their home countries. This situation creates many barriers, and one of the most prominent one is the difficulty to find a decent job. The goal of the general adult education courses is to provide adults with the opportunity to improve their general knowledge and skills as well as to obtain official proof that they have completed a certain level of education.
- **Vocational education programmes aimed at unemployed people:** While general VET is mostly attended by young people, VET programs aimed at the unemployed have high migrant participation due to the fact that migrants constitute one of the most disfavoured groups that find it hard to find a job. Vocational training provides them not only with the experience - which they may already have developed in their home country - but also with an official certificate which states that they have received training and that they have the skills for the jobs related.
- **Other initiatives:** Different associations, NGOs and public bodies carry out different training initiatives with the aim to increase migrants' integration and employability. These initiatives can range from language courses to workshops on how to create a good CV, and social and cultural events during which local and migrant people can get to know each other, share experiences and create bonds.

BEST PRACTICES

| | | | | | | |
|--|--|---|---------|---|-------------|---|
| Partner/Country | Community Action Dacorum/United Kingdom | | | | | |
| Institution / Internet Link | https://randomcafeatford.com/about/ | | | | | |
| Title of Best Practice | Random Café aims to reduce food waste and is an example of a local community working together to feed people and support the local community. | | | | | |
| Type of Best Practice (training material, curriculum, e-learning course etc.) | A useful resource to visit or use for supplies. | | | | | |
| Target group | For the teachers of cookery courses is to obtain food for cookery courses or to plan a trip/visit with course participants. | | | | | |
| Content of Best Practice | Language | ✓ | Culture | ✓ | Soft Skills | ✓ |
| Description of the Best Practice | <p>Random Cafe, TRJFP Watford, is a not-for-profit project. We aim to reduce food waste, campaign to make our food system fairer and more sustainable and support our local community. At the Random café all, all our food is eaten on a pay-as-you-feel (PAYF) basis. PAYF means customers can offer a financial donation to the project of what they feel a meal is worth, give whatever they can, or can recognise the value of a meal by donating their time, energy, skills, and support.</p> <p>In the UK 15 million tonnes of perfectly edible food ends up in landfill each year, some of it before even reaching supermarket shelves.</p> <p>Our mission is simple – to feed bellies, not bins!! We do this by working with local supermarkets, businesses, shops, food producers and farms – intercepting food that would otherwise</p> | | | | | |

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| | <p>be thrown away, reducing needless landfill, and feeding hungry bellies with delicious food instead.</p> <p>Random Cafe is something different for our town. It's about inclusion, community and sustainability. We hold pop up events in and around Watford.</p> <p>Random Café's aim is to reduce food waste, and its huge environmental impact. Around 15 million tonnes of food are wasted each year in the UK alone, and most of that food is perfectly edible. When we waste food, we also waste land, water, diesel used in farming, packaging, energy to refrigerate and so much more. The lowest carbon, most sustainable thing we can do with food that is going to go to waste is put it in a belly, any belly, rather than a bin, any bin (landfill, anaerobic digestion, or compost).</p> |
| Strengths of the Best Practice | <p>Environmentally friendly. Get to know the local community.</p> |
| Weaknesses of the Best Practice | <p>May not be available in other countries/locations.</p> |

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| Partner/Country | Social Innovation Fund/Lithuania |
| Institution /Internet Link | http://balticsummeruniversity.com |
| Title of Best Practice | Baltic summer university |
| Type of Best Practice (training material, curriculum, e-learning course etc.) | <p>Field of study: Language, culture. Duration: 4 weeks, 100 hours (approx. 56 hours of language learning). Aim: To learn the Lithuanian language or to improve the existing language skills; to gain insight into Lithuanian culture by participating in lectures, cultural activities, and excursions; to get to know Vytautas Magnus University and Kaunas – the most</p> |

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| | <p>Lithuanian city.</p> <p>Lithuanian language lectures, cultural lectures, group work, entertaining activities, excursions.</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Traditional Lithuanian Arts; ● History of Lithuania; ● Politics and Society in Today’s Lithuania; ● Modern Lithuanian Identity; ● The Features of Lithuanian Literature; ● Traditional Lithuanian Cuisine; ● Contemporary Lithuanian Cinema; ● Trips to visit-worthy spots in Lithuania. | | | | |
| Target group | <p>People interested in Lithuania and the Lithuanian language, people with Lithuanian roots, students who have studied or will come to study in Lithuania.</p> | | | | |
| Content of Best Practice | Language | ✓ | Culture | ✓ | Soft Skills |
| Description of the Best Practice | <p>Lithuania is a Baltic country, boasting an equally fascinating and inspiring history, speaking in one of the oldest and most complicated languages in the world (7 cases!), inhabited by friendly, talented people and surrounded by wonderful green nature, lakes, rivers that are simply breath-taking!</p> <p>This summer course is precisely about that – discovering Lithuania in full: studying the language, exploring wonderful nature and interesting cities, learning about the history, its twists and turns, how we dealt with our Soviet past, “return” to Europe and position in today’s world as well as the challenges that might wait ahead. There is so much to tell. And most importantly, Kaunas plays an important role in the history of Lithuania and you will get to hear it all once you come here!</p> <p>Lithuanian language and culture summer course is a wonderful opportunity for those who want to (re)discover Lithuania: it is equally interesting for those who have some Lithuanian roots and for those who simply want to enjoy their summer learning about a unique culture and language in a multicultural environment, as you will be studying with people from many different countries!</p> <p>Language lectures aside, we will touch social, economic,</p> | | | | |

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| | political, cultural and historical aspects of Lithuania and the Baltic Region, enjoy various trips and deal with different tasks as well as the final project from your selected field of interest. Students who are not complete beginners will take a placement test on the first day of the course to determine their level of the Lithuanian language. |
| Strengths of the Best Practice | <ul style="list-style-type: none"> • Understand the historical, social, and political situation in Lithuania; • Possess knowledge about Lithuanian cinema, music, art, food, and literature. |
| Weaknesses of the Best Practice | Only for students 18+ |

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| Partner/Country | Magenta consultoria projects/Spain | | | | | |
| Source of material | internal | | external | ✓ | | |
| Title of Best Practice | Spanish Omelette (Tortilla de patata) | | | | | |
| Type of learning material | Cards | | | | | |
| Target group | Students of Spanish as a Foreign Language | | | | | |
| Content area | Language | ✓ | Culture | ✓ | Soft Skills | ✓ |
| Description of the Best Practice | Series of cards that show the recipe for a Spanish Omelette, a typical Spanish recipe. Each card shows different things, from the utensils, to the ingredients and a step-by-step recipe. It also includes an introduction with some cultural information about the origin of the recipe, the variations and how it is eaten in Spain. | | | | | |
| What can we learn from it? | Not only are students learning by doing the recipe, but they also learn vocabulary by associating the utensils and produce with its name in the foreign language, the general structure for | | | | | |

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| | recipes in Spanish, with the precise verb tense, as well as cultural information about the origin and use of the recipe. |
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| Partner/Country | die Berater/Austria | | | |
| Source of material | internal | | external | ✓ |
| Title of Best Practice | “A1 Zusammenleben, Vielfalt, Werte – Vielfalt in Österreich” (“A1 Living together, diversity, values – diversity in Austria”) | | | |
| Type of learning material | Worksheet | | | |
| Target group | Persons with A1 level in German, amongst others new immigrants in Austria | | | |
| Content of Best Practice | Language | | Culture | ✓ Soft Skills |
| Description of the Best Practice | This material aims to explain what diversity means, and how many different people (also with a migration background) live together in one society. It consists of pictures, texts, and small tasks for the learners, such as vocabulary, grammar and creativity exercises like brainstorming/mind-mapping and text writing. For one exercise, there are solutions given at the end of the document with which the learners can compare their answers to the task with the given solutions. This worksheet is more suitable for teachers and trainers using it in a course, but of course, learners can also work with it independently. | | | |
| What can we learn from it? | This worksheet shows the high value of diversity on a basic language level. | | | |

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| Partner/Country | Active Citizens Partnership/Greece |
| Institution / Internet Link | https://zaatarngo.org/ |

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| Title of Best Practice | Zaatar – The Orange House | | | | |
| Type of Best Practice | An interesting place located in the heart of Athens providing opportunities for refugees to feel empowered, learn, grow and integrate into the local society. | | | | |
| Target group | For refugees who wish to expand their skills & integrate into the local society. | | | | |
| Content of Best Practice | Language | ✓ | Culture | ✓ | Soft Skills ✓ |
| Description of the Best Practice | <p>The Orange House is the home of the Za’atar NGO. Located in the heart of Athens, this project house aims to provide a variety of services to refugees and migrants focusing on their empowerment, learning expansion and personal growth. Additionally, through their participation in the Za’atar House project refugees and migrants foster their integration into the local community.</p> <p>Scheduled classes of Greek & English language are offered six days per week. Vocational trainings like fishing, tailoring, cooking and more are also offered.</p> <p>Services like layers & psychologists are also offered as well as interpreting of Greek, English & French. Efforts of employing teachers from the refugee community so classes can be taught by Farsi, Arabiv or French native speakers are also put.</p> <p>Finally, CV workshops are slowly growing into a larger jobs support program through a new organization, Project Layali, under the roof of Za’atar’s team.</p> | | | | |
| Strengths of the Best Practice | <p>Sustainability</p> <p>Giving back</p> | | | | |

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| | Integration of vulnerable groups |
| Weaknesses of the Best Practice | <p>May not be available in other countries/locations</p> <p>Due to COVID-19 circumstances the Orange House remains closed until further notice from the Greek government.</p> |

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| Partner/Country | PREDICT/Romania | | | | | |
| Institution / Internet Link | https://nevoparudimos.ro/projects/networking-refugees/?lang=en | | | | | |
| Title of Best Practice | Networking Refugees | | | | | |
| Type of Best Practice | Cooking & language club | | | | | |
| Target group | Adult learners (focus on refugees and asylum seekers) | | | | | |
| Content of Best Practice | Language | ✓ | Culture | ✓ | Soft Skills | ✓ |
| Description of the Best Practice | <p>The project aimed at better understanding the needs of refugees and immigrants settling in Europe. One of the activities involved creating a cooking club where migrant women were invited to share their recipes and cook them together, in a Romanian-language environment. Each cooking session provided the opportunity to practice the linguistic elements taught in the intensive classes, but this time in a low-pressure environment, while learning more about the local culture, as well as about each other.</p> <p>https://nevoparudimos.ro/2018/08/25/migrant-women-in-timisoara-learn-romanian-by-being-a-member-of-a-cooking-club/?lang=en</p> | | | | | |

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| Strengths of the Best Practice | Cooking classes provided motivation to learn the language and an opportunity to make friends and interact with other members of the community. |
| Weaknesses of the Best Practice | Limited to women only (but this could mean women with more traditional backgrounds would be less reluctant to join). |

EVALUATION AND FEEDBACK

Evaluation and feedback for this course should be non-formal where possible. The trainers will need to conduct an evaluation of course delivery. Feedback should be captured by voice recorder by the teacher, and improvements to the course delivery should be made based on the learner experience.

Throughout the course there should be an informal monitoring and evaluation done by the facilitator/trainer. Comments should be provided on individuals progress, confidence, group interactions and participation in conversation, Q&A, etc.

QUALITATIVE ASSESSMENT INDICATORS

- Usefulness & added value of the training programme i.e. changes in cognitive outcomes –information learned, skills-based outcomes.
- Transversal positive social impact: changes in effective outcomes, for example, motivation & attitude: perceived increase of the participants’ sense of inclusion, of belonging.
- Readiness & willingness of the participants to engage in the training course.

Further tips for informal evaluations

- Other evaluation methods are advisable too, for example, mood tracking evaluation methods such as Smiley faces, word clouds, etc.
- The trainers may conduct pre-assessment questions to assess the participants’ abilities before they participate in the training course.
- Evaluations done by participants should be kept basic, short, and simple.
- It is especially important to check learners’ expectations (and challenges they might meet) at the beginning and at the end of each session.
- At the end of each session, 5-10 minutes could be dedicated to getting fresh feedback from the participants.

REFERENCES AND RELEVANT WEBSITES/USEFUL LINKS/ RESOURCES AND PUBLICATIONS

A) COOKERY AND/OR CULTURE:

Austrian recipes and traditions (a website):

<https://www.strudelschnitzel.com/>

Traditional British dishes (an article):

<https://www.englishcentres.co.uk/blog/7-traditional-british-dishes-you-need-to-try?fbclid=IwAR0zNOFHh8HavE6jM4xzS6ncSM- FQfgKSXSAQDP9CkNM-pu IbBhwssHIM>

Lithuanian traditions (an article):

<https://lietuva.lt/en/traditions/?fbclid=IwAR0JYoPHqTmUD2rI4E56HXrMbCaiydC-5IaGq0MCOH1N-INJ-r1t9EkoCnw>

Romanian cabbage with vegetables (a video):

https://www.youtube.com/watch?v=mRU6v6K4Zxs&fbclid=IwAR1cqApqubKx0YnuBNJZWTAoJldeeJUPakJh7 iwFBPO SivngtdO4CQ3Mk&ab_channel=CultureVulture

Romanian Zacusca (a video):

https://www.youtube.com/watch?v=UY9G916lc4Q&fbclid=IwAR3Tf1nshRqtDiwDa--rN3zwX1seyFK-IMR7hNCPDQFYsBtRPISlw-HkiAY&ab_channel=CookWithApril

A tour of Transylvania, including the best recipes specific to the region (a video):

https://www.youtube.com/watch?v=neRq60drdeE&fbclid=IwAR36XE7EqCvaq3Lw7hsapn2oLe64VvjrBFjB7fUBMPbNIKoKET-oghKYIQ&ab_channel=MarkWiens

Healthy Cooking Can Come With Many Unfair Barriers for People With Disabilities (an article):

<https://www.wellandgood.com/cooking-with-disability-barriers/?fbclid=IwAR3QLdkgp7uoWN7Hk6ailwDKBjUAYTqpnBet82qZBOiSokcqCjJxDcZsp6A>

Local Grandmothers Cook to Support Italian Club (an article):

<https://www.thewhiq.com/news/local-news/local-grandmothers-cook-to-support-italian-club?fbclid=IwAR0FivX-QiWtu87Bct-0AuqUKFLgCNC9YAOOa8IMHiXZEurBAPjBDZ -qX8>

Pandemic Cooking Reminded Me to Look Within (an article):

https://www.foodandwine.com/news/pandemic-cooking-reminded-me-to-look-within?fbclid=IwAR1OPoVVCsYQ_OHSKILUXaVoaDaktKN3_OWS2XRfiEjjaZkJJ311kr072Es

In Falastin, Sami Tamimi and Tara Wigley offer a window to a vibrant food culture (an article):

https://nationalpost.com/life/food/in-falastin-sami-tamimi-and-tara-wigley-offer-a-window-to-a-vibrant-food-culture?fbclid=IwAR1WBUS4rSCdzR36TK_xVixY5p_Q7h1NyVQR5o6_Gistpl3E-mxvIU3Z2eU

Dawar Kitchen, a Community Kitchen to Empower Refugees and Egyptian Women in Egypt (an article):

<https://kawa-news.com/en/dawar-kitchen-a-community-kitchen-to-empower-refugees-and-egyptian-women-in-egypt/?fbclid=IwAR2-fzBqtNmiWrR1AMQ59R5KSmbU5HZIbnrrdlqPMJrubfNhhnsXTw0uBHA>

What I Learned by Learning my Family's Recipes in the most Trying of Times (an article):

https://www.cbc.ca/life/culture/what-i-learned-by-learning-my-family-s-recipes-in-the-most-trying-of-times-1.5633670?fbclid=IwAR3MU5IOGKuTTPx60WBZ1Cse9e0dz4-puhnsF_Tfoj-Ffc4TI2qLeG9kBbo

Migration Goes Through the Stomach (an article written in German):

https://www.falstaff.at/nd/essay-migration-geht-durch-den-magen/?utm_source=copy&utm_medium=paste&utm_campaign=copypaste&fbclid=IwAR1fGAb-Q_6PHQ9vz8iAfHn78Vakw2wiOUQeFcmITaPILwRabG-ayt0u2Po

B) LANGUAGE LEARNING

Advantages and Benefits of Language Learning (an article):

https://universeofmemory.com/benefits-of-language-learning/?fbclid=IwAR3_okDPda9sV5sPpeypFb0n9IWwbz9K9slAaKKOVWevkQwQBnTjJ6tc5dk

C) LANGUAGE LEARNING THROUGH COOKERY

Cooking phrases in English and English cooking vocabulary (a video):

https://www.youtube.com/watch?v=4xjR5U4XIRO&fbclid=IwAR2EFQBYExkDEeHDymAeVQv1-2rRmrIJ9O7ASUMsCqdle-MtP6XfqaEf1wU&ab_channel=EnglishDannyLearnEnglishChannel

Talk About Food and Cooking in English - Spoken English Lesson (a video):

https://www.youtube.com/watch?v=SlTrn13aez4&vl=en&fbclid=IwAR3OIBqfoEfCijFcUQnDmtZZNJRvyvV3uIPMHjOzWuaBLLygsWRZ_nOInLQ&ab_channel=OxfordOnlineEnglish

How to Teach the Curriculum through Cooking (an article):

https://www.bbc.co.uk/food/articles/learning_through_cooking?fbclid=IwAR3_okDPda9sV5sPpeypFb0n9IWwbz9K9slAaKKOVWevkQwQBnTjJ6tc5dk



LANGUAGE LEARNING THROUGH CULTURE & COOKING

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

Digital competences of educators

http://digitalpedagoogycookbook.eu/?page_id=139

Language Learning in the Kitchen – Is It Even Possible? (an article)

https://www.mosalingua.com/en/language-learning-through-cookery/?fbclid=IwAR3MU5IOGKuTTPx60WBZ1Cse9e0dz4-puhnsF_Tfoj-Ffc4TI2qLeG9kBbo

Cooking as an effective method of language learning (an article written in German):

<https://www.mosalingua.com/de/sprachen-und-kochen-lernen-kochkurse/?fbclid=IwAR1zyPd1tnbBCmDPqw-q72awfJM-t2vSe5mCFZQ1CHOyBGZINxA9E1c9yBs>

There's No Better Time To... Cook in a Foreign Language (an article):

https://universeofmemory.com/benefits-of-language-learning/?fbclid=IwAR3_okDPda9sV5sPpeypFb0n9IWwbz9K9slAaKK0VWevkQwQBnTjJ6tc5dk

The virtual dinner parties helping migrant women in Manchester cook and practise their English together (an article):

<https://www.manchestereveningnews.co.uk/news/greater-manchester-news/virtual-dinner-parties-coronavirus-english-18196663?fbclid=IwAR2V18CMjR635IpILMxDGZaav9smqqJORI9Mqn96-pHw1f9pSEZFSU88MDc>

Common Kitchen Nouns & Pronunciation (a video):

https://www.youtube.com/watch?v=0qPSWm1XK9k&list=PLD_5T89Ssbn12t6S4wTn0YBsWxWMLzrj8&index=3&fbclid=IwAR2V18CMjR635IpILMxDGZaav9smqqJORI9Mqn96-pHw1f9pSEZFSU88MDc&ab_channel=mmmEnglish

D) EDUCATIONAL TOOLS:

Digital competences of educators (a project):

http://digitalpedagoogycookbook.eu/?page_id=139

Task-Based Language Learning approach by Newcastle University (an article):

<https://cordis.europa.eu/article/id/34049-cook-and-learn-new-languages>

ESOL for Refugees: resources for new arrivals (online resources):

<https://epale.ec.europa.eu/en/resource-centre/content/esol-refugees-resources-new-arrivals?fbclid=IwAR2EeqAzXcb5IQSXBrdM1Skaz5HLYQ4ZO2JaqMUSZdQ1nCnZ30WA7THNsl>



LANGUAGE LEARNING THROUGH CULTURE & COOKING

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Digital tools for teachers (online resources):

<https://epale.ec.europa.eu/en/blog/digital-tools-teachers>

MORE THAN WORDS – integrating creativity in intercultural training (a training manual):

<https://epale.ec.europa.eu/en/resource-centre/content/more-words-integrating-creativity-intercultural-training-training-manual>

Digital Pedagogy Community of Practice (a Facebook group):

<https://www.facebook.com/groups/2823241361097341/>

E) ICEBREAKER AND TEAM BUILDING ACTIVITIES

<https://www.thoughtco.com/classroom-ice-breaker-31410>

<https://snacknation.com/blog/boost-productivity-meetings-icebreakers-games/>

F) Other

<https://busyteacher.org/7273-teach-adults-15-secrets.html>

<https://busyteacher.org/3964-5-non-verbal-ways-to-do-error-correction.html>

<https://www.skillsyouneed.com/learn/learning-styles.html>

https://dera.ioe.ac.uk/2333/7/Companion_for_minimum_core_Redacted.pdf

<https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/icebreakers>

<https://www.thoughtco.com/classroom-ice-breaker-31410>

<https://snacknation.com/blog/boost-productivity-meetings-icebreakers-games/>



PROJECT CONSORTIUM

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| <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> |