

CULTURAL AWARENESS AND EXPRESSION COMPETENCE SYLLABUS

CUHEKO: Through Culinary Heritage to Key Competences

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Erasmus+

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1. Introduction

This document presents a syllabus for a professional development course in cultural awareness and expression for Adult Educators. The syllabus has been developed within **the Project Through Culinary Heritage to Key Competences (CUHEKO) co-financed by the European Union ERASMUS+ Programme**. Its purpose is to provide a framework for the preparation of online teaching materials that develop the cultural awareness and expression as one of key competences through a range of topics and activities related to culinary heritage. The objectives of this syllabus derive from a literature review and a needs analysis conducted at the initial stages of the project and published in the CUHEKO report (see below).

2. Cultural awareness and expression

Cultural awareness and expression is one of eight key competences presented in Annex “Key Competences For Lifelong Learning. A European Reference Framework” of Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01). In this document, about cultural awareness and expression competence we find:

“Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one’s own ideas and sense of place or role in society in a variety of ways and contexts.

Essential knowledge, skills and attitudes related to this competence

This competence requires knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual. It includes understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms. It requires an understanding of one’s own developing identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world.

Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms. Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.

It is important to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership. A positive attitude also includes a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.”

Education of cultural awareness and expression is linked to intercultural education, which includes the promotion and enhancement of broader human values. This is indicated by UNESCO in the document "UNESCO in A Globalizing World", presented during 159th session of Executive Board on 28th of April, 2000 in Paris:

“As nations and cultures become ever more entwined, education systems must give priority to: developing intercultural education as an understanding of other people and an appreciation of interdependence, in a spirit of respect for values of pluralism, mutual understanding and peace; promoting social cohesion through education, through the development of citizenship education programmes, emphasizing core values (e.g. pluralism, human rights, tolerance, participatory democracy, equality of opportunity, justice).”

3. Needs of Adult Educators: CUHEKO Analysis

In order to prepare a syllabus for a course of cultural awareness and expression competence for Adult Educators, the CUHEKO team conducted a needs analysis in each of the participating countries. The questions of survey were: “What was the biggest challenge in enhancing intercultural awareness to adults? How did you manage this challenge? How would you deal with the same situation in the future?” was an open and not compulsory question. Since it referred to a particular competence, it can be expected that only those respondents for whom intercultural awareness is within their scope of teaching provided answers. All collected responses have been grouped and are presented below. In the case of challenges in teaching intercultural awareness (Figure 1) aspects indicated by the respondents in the four countries include: (1) stereotypes and negative attitudes (28 %) and (2) limited knowledge of other cultures (27 %).

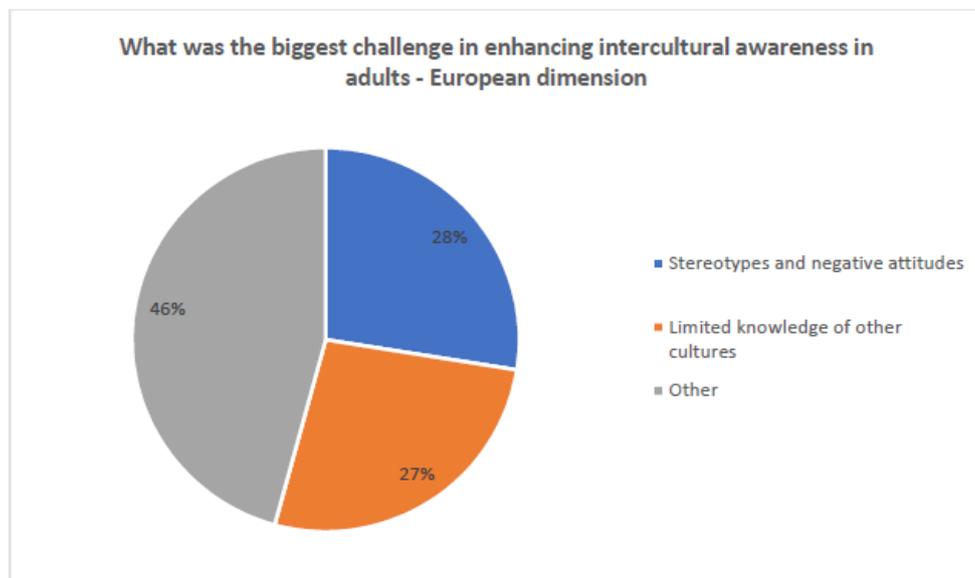


Figure 1: The biggest challenges in enhancing intercultural awareness in adults (from the CUHEKO report)

As found and presented in the CUHEKO report of survey, the levels of cultural awareness and expression vary among the four participating countries. Stereotypes and negative attitudes seems to be a rather serious impediment in Poland (43%) while Slovenia, Cyprus and Finland have it reported by about a quarter of the respondents. In terms of limited knowledge of other cultures, it is the second highest challenge in Finland (33%) and Poland (29%), while in Slovenia and Cyprus (15%) it was seen as an impediment by a fifth and nearly a sixth (15%) of the respondents respectively.

In the case of intercultural awareness, the category of 'other' constituted 46% of the answers, including elements such as: 'educators/ teachers' own skills would need improvement', 'teachers' lack of language skills' (with reference to learners' first languages), or having to compromise in many situations. These responses, out of all competences, most strongly emphasise the need for professional development among trainers and educators in this field.

4. Course Aims and Learning Outcomes

Aim(s) and Objectives:

The main aim of the Course is to provide professional development for Educators of Adults in the field of cultural awareness and expression. The course covers three main aspects:

1. cultural awareness and expression competence as a subject,
2. methodology of teaching cultural awareness and expression,
3. lessons/materials to practise, with a possibility of future adaptation by users.

The course is designed to facilitate Adult Educators in providing training in cultural awareness and expression as one of key competences. This includes planning and creating teaching materials based on the needs analysis and learners' background and context. The course is designed to increase Adult Educators' awareness of their learners' skills to encourage continuous reflection on their teaching practice as well as to offer examples of effective lessons and activities that can be adapted for future use.

Learning Outcomes

Having successfully completed the course, the participants/learners

1. have the knowledge:
 - a. of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, especially culinary heritage,
 - b. cultural awareness and expression pedagogy,
2. have understanding:
 - a. of culture and cultural awareness and expression,

- b. the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms,
 - c. one's own developing identity and cultural heritage within a world of cultural diversity,
 - d. what stereotypes are,
3. are able to:
- a. apply pedagogical assumptions to their own teaching of cultural awareness and expression,
 - b. use educational aids,
 - c. express and interpret figurative and abstract ideas, experiences and emotions with empathy,
 - d. do so in a range of arts and other cultural forms,
 - e. identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms,
 - f. engage in creative processes, both as an individual and collectively,
4. have enhanced their:
- a. open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership,
 - b. curiosity about the world,
 - c. openness to imagine new possibilities,
 - d. willingness to participate in cultural experiences,
 - e. emphasizing core values like equality.

These outcomes, duration and structure can be presented in another way:

	Knowledge	Skills	Attitudes
Duration: 9 h (12 x 45 min) 6 modules (90 min. each) 18 lessons	Participant has the knowledge: <ul style="list-style-type: none"> • of local, national, regional cultural and culinary heritage and traditions, especially culinary heritage • cultural awareness and expression pedagogy and understanding <ul style="list-style-type: none"> • of culture and cultural awareness and expression 	Participant is able to: <ul style="list-style-type: none"> • apply pedagogical assumptions to their own teaching of cultural awareness and expression • use educational aids • express and interpret figurative and abstract ideas, experiences and emotions with empathy, • do so in a range of arts and other cultural forms in culinary heritage • identify and realise opportunities for 	Participant has enhanced his: <ul style="list-style-type: none"> • open attitude towards diversity of cultural expression together with an ethical and responsible approach to intellectual ownership, • curiosity about the world, • openness to imagine new possibilities • willingness to participate in cultural and culinary experiences,

	<ul style="list-style-type: none">• the different ways of communicating ideas between creator, participant and audience• one's own developing identity and cultural heritage within a world of cultural diversity• what stereotypes are	<p>personal, social or commercial value through the culinary heritage</p> <ul style="list-style-type: none">• engage in creative processes, both as an individual and collectively	<ul style="list-style-type: none">• emphasizing core values like equality.
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Module 1: Culture, cultural awareness and expression (90 min)

Focus:

Cultural awareness and expression

Aims:

- to increase knowledge about different definitions of culture
- to increase understanding of cultural awareness and expression
- to enhance cultural awareness and expression pedagogy

Pedagogy / Methodological Commentary:

Texts of documents and excerpts from books, PowerPoint presentations. Video

Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Definition of culture (20 min.)</p> <p><u>Task 1: My understanding of culture (5 min.)</u></p> <p>Participants write their own definition (understanding) of culture</p> <p><u>Task 2: An article about definitions of culture (5 min.)</u></p> <p>Participants read excerpts of the article “What is culture” by Helen Spencer-Oatey with some examples of definitions of culture.</p> <p><u>Task 3: Participant’s opinion (10 min.)</u></p> <p>Participants looking for their results from Task 1 and having read examples from Task 2 – write his/her new definition of culture or write his/her opinions about it (for example what kind of definition they prefer).</p>	<ul style="list-style-type: none"> • of definitions of culture 	<ul style="list-style-type: none"> • apply pedagogical assumptions to their own teaching of cultural awareness and expression 	<ul style="list-style-type: none"> • open attitude towards diversity of cultural expression
<p>Lessons 2: Competence of cultural awareness and expression (25 min.)</p> <p><u>Task 1: PowerPoint presentation about cultural awareness and expression competence (15 min.)</u></p>	<ul style="list-style-type: none"> • key competence of cultural awareness and expression 	<ul style="list-style-type: none"> • apply pedagogical assumptions to their own teaching of cultural awareness and expression 	<ul style="list-style-type: none"> • open attitude towards diversity of cultural expression

<p>Participants watch the PowerPoint presentation about cultural awareness and expression competence together with definitions of cultural education and culture-oriented one.</p> <p><u>Task 2: Cultural education versus culture-oriented one (10 min.)</u></p> <p>Participants write their opinion about differences (or not) between cultural education and culture-oriented education.</p>			
<p>Lesson 3: How to teach cultural awareness and expression (35 min.)</p> <p><u>Task 1: The video about how to teach cultural awareness and expression competence (20 min.)</u></p> <p>Participants watch the video with Jacek Gralczyk, the lecturer of Collegium Civitas, the educator of culture and adult people in own business, the collaborator of the Association “The Centre of Support for Local Activity” and other NGOs.</p> <p><u>Task 2: An article “Cultural education as a process” by Anna Mazur (15 min.)</u></p> <p>Participants read the article about how to teach the key competence of cultural awareness and expression.</p>	<ul style="list-style-type: none"> key competence of cultural awareness and expression pedagogy 	<ul style="list-style-type: none"> apply pedagogical assumptions to their own teaching of cultural awareness and expression 	<ul style="list-style-type: none"> open attitude towards diversity of cultural expression and a critical approach to own practice
<p>Test 1 (10 min.)</p>	<ul style="list-style-type: none"> elements of culture and cultural awareness and expression 	<ul style="list-style-type: none"> consolidating information 	<ul style="list-style-type: none"> eagerness and openness to test one’s knowledge

Module 2: Culinary heritage of four countries (90 mins)

Focus:

Cultural awareness, especially about culinary heritage

Aim:

- to enhance awareness about cultural (culinary) heritage
- to enhance open attitude towards diversity of cultural (culinary) heritage
- to enhance curiosity about the world

Pedagogy / Methodological Commentary:

Videos and PowerPoint presentations (pictures)

Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Polish culinary heritage (20 min.)</p> <p><u>Task 1:</u> The video about Polish culinary heritage</p> <p>Participants watch the video (pictures) about Polish culinary heritage through Polish dishes and food products: soups like broth, żurek, borstch; different kinds of dumplings; other main courses like pork chop, pork with plum, bigos; breads and other baked products, including "Papal" onion flatbread; snacks like highlanders' cheese oscypek or local made sausages; hney, juices and syrups. Everything with musical note of Bach and Chopin.</p> <p><u>Task 2:</u> Participants summary</p> <p>Participants write summary (make a list with the most important characteristics) about Polish culinary heritage</p>	<ul style="list-style-type: none"> of local, national, regional cultural and culinary heritage and traditions 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world
<p>Lesson 2: Slovenian culinary heritage (20 min.)</p> <p><u>Task 1:</u> The article about Slovenian culinary heritage.</p> <p>Participants can acquaint themselves with a brochure about Slovenian cuisine "Taste Slovenia" prepared due to Slovenia's candidature to become European Region of Gastronomy in 2021. Participants are asked to read the article "About the Development of Slovenia's gastronomy" on page 8th, where they find the information about history and present cuisine in Slovenia and go through the whole brochure to see traditional products, gastronomy and tourist offers and more details about the project to become European Region of Gastronomy in 2021.</p> <p><u>Task 2:</u> Participants summary (10 min.)</p> <p>Participants write summary (make a list with the most important characteristics) about Polish culinary heritage</p>	<ul style="list-style-type: none"> of local, national, regional cultural and culinary heritage and traditions 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world
<p>Lesson 3: Cypriot culinary heritage (20 min.)</p> <p><u>Task 1:</u> The Powerpoint presentation about Cypriot culinary heritage (10 min.)</p> <p>Participants watch the PowerPoint presentation about Polish culinary heritage. They can learn about Cypriot cuisine and some characteristic dishes - cheese Halloumi, barbecue meat Souvla and dolmades Koupepia. They find also some information</p>	<ul style="list-style-type: none"> of local, national, regional cultural and culinary heritage and traditions 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world

<p>about food companies in Agros (mountainous village with a population about 1000 people) which produce traditional meat or sweet products, but also about Rose Factory and annual Rose Festival.</p> <p><u>Task 2: Participants summary (10 min.)</u></p> <p>Participants write summary (make a list with the most important characteristics) about Cyprian culinary heritage</p>		<ul style="list-style-type: none"> identify and realise opportunities for personal, social or commercial value through the culinary heritage 	
<p>Lesson 4: Finnish culinary heritage (20 min.)</p> <p><u>Task 1: The Powerpoint presentation about Finnish cuisine and the video with pictures from FoodFair in Kauhajoki. (10 min.)</u></p> <p>Participants watch the PowerPoint presentation about Finnish cuisine. They can learn about Finnish culinary habits like drinking milk or a lot of coffee. They can find also information about traditional dishes and food products from subregion Suupohja (west middle of Finland). The capital of the subregion is Kauhajoki - a place of one of the biggest fair in Finland with traditional food and craft products.</p> <p><u>Task 2: Participants summary (10 min.)</u></p> <p>Participants write summary (make a list with the most important characteristics) about Finnish culinary heritage</p>	<ul style="list-style-type: none"> of local, national, regional cultural and culinary heritage and traditions 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world
<p>Test 2 (10 min.)</p>	<ul style="list-style-type: none"> elements of culinary heritage 	<ul style="list-style-type: none"> consolidating information 	<ul style="list-style-type: none"> eagerness and openness to test one's knowledge

Module 3: Cookbooks and culinary books (90 mins)

Focus:

Cultural awareness and promotion of cultural diversity

Aims:

- to enhance awareness about cultural (culinary) heritage
- to enhance open attitude towards diversity of cultural (culinary) heritage
- to enhance curiosity about the world

Pedagogy / Methodological Commentary:

Video, texts, pictures			
Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Cookbooks or culinary books? (35 min.)</p> <p><u>Task 1: Pictures presenting different cookbooks and culinary books (5 min.)</u></p> <p>Participants watch pictures of different national, regional and local books written and publish by different chefs, individuals, publishers and organizations</p> <p><u>Task 2: Participants' opinion (10 min.)</u></p> <p>Participants write their opinion what are differences between cookbook (book including mainly or the only recipes) and culinary book (book about cuisine, eating and other things connected with culinary including recipes) if they are in their opinions.</p> <p><u>Task 3: Cookbooks and culinary books in your home (20 min.)</u></p> <p>Participants look for cookbooks and culinary books in their homes and write some comments about them</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including cultural products (cookbooks and culinary books) one's own developing identity and cultural heritage within a world of cultural diversity 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world
<p>Lesson 2: The first national cookbook (25 min.)</p> <p><u>Task 1: Presentation about the first Polish cookbook (10 min.)</u></p> <p>Watch PowerPoint presentation about the first Polish cookbook written by Stanisław Czerniecki in 1682</p> <p><u>Task 2: Looking for the first cookbook in participants' country/region (15 min.)</u></p> <p>Participants look for the first cookbook in your country/region (Internet, books about history of national/regional cuisine or cookbooks about national/regional cuisine) and some sentences what the book is about, what is the main focus, what is interesting and what not.</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including cultural products (cookbooks and culinary books) 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world
<p>Lesson 3: Museums of cookbooks (20 min.)</p> <p><u>Task 1: A video about the Museum of Cookbooks and Culinary Books in Chrostowa (10 min.)</u></p> <p>Participants watch the film.</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including cultural products 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world

<p><u>Task 2: Looking for a museum of cookbooks or another culinary museum in your area.</u></p> <p>Participants look in Internet or tourist leaflets and brochures for a museum of cookbooks in their country or region (like Deutsche Kochbuchmuseum in Dortmund or Italian Casa Artusi in Forlimpopoli) or for other museums connected with culinary like museums of famous chefs or authors of cookbooks (Henriette-Davidis-Museum in Wetter-Wengern or The Escoffier Museum of Culinary Art in Villeneuve-Loubet) or other museums (like The Cider Museum in Hereford or The Felino Salami Museum near Parma).</p>	<p>(cookbooks and culinary books)</p> <ul style="list-style-type: none"> one's own developing identity and cultural heritage within a world of cultural diversity 		
<p>Test 3 (10 min.)</p>	<ul style="list-style-type: none"> elements of cookbooks and culinary books 	<ul style="list-style-type: none"> consolidating information 	<ul style="list-style-type: none"> eagerness and openness to test one's knowledge

Module 4: Our daily bread (90 mins)

Focus:

Protection and promotion of diversity

Aims:

- to enhance awareness about cultural (culinary) heritage
- to enhance open attitude towards diversity of cultural (culinary) heritage
- to enhance curiosity about the world

Pedagogy / Methodological Commentary:

Videos and PowerPoint presentations

Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Different roles of bread (35 min.)</p> <p><u>Task 1: Video about Slovenian festive bread (10 min.)</u></p> <p>Participants watch the film about Slovenian festive bread.</p> <p><u>Task 2: An article "About the symbolism of bread in the folk tradition" in Poland (10 min.) and the video presenting importance of bread in Poland.</u></p> <p>Participants read the article and watch the video.</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including culinary heritage 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world

<p><u>Task 3: Participants memories about bread (15 min.)</u></p> <p>Participants write several sentences about their memories connected with bread</p>			
<p>Lesson 2: Other traditional breads (20 min.)</p> <p><u>Task 1: The PowerPoint presentation “Two businesses with traditional bakery products” (10 min.)</u></p> <p>Participants watch the presentation about the two local bakeries in the south of Poland, which produce breads and other bakery products using recipes from the list of traditional products run by Polish Ministry of Agriculture and Rural Development.</p> <p><u>Task 2: The PowerPoint presentation “Irish and Finnish traditional breads” (10 min.)</u></p> <p>Participants watch the presentation about Irish brown soda bread and Finnish rye one with characteristic hole. One more business producing traditional food product is mentioned.</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including culinary heritage 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy identify and realise opportunities for personal, social or commercial value through the culinary heritage 	<ul style="list-style-type: none"> open attitude towards diversity of cultural (culinary) heritage curiosity about the world openness to imagine new possibilities
<p>Lesson 3: Baking own bread (25 min.)</p> <p><u>Task 1: Two videos about bread baking (10 min.)</u></p> <p>Participants watch two videos about baking a bread – the one by local entrepreneur made by hands and the second one – the home-made bread using the modern kitchen equipment.</p> <p><u>Task 2: Recipe for own bread (15 min.)</u></p> <p>Participants analysing the videos or looking in Internet or books are making their favourite recipe for own bread with elements of festive one.</p>	<ul style="list-style-type: none"> one’s own developing identity and cultural heritage within a world of cultural diversity 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy do so in a range of arts and other cultural forms 	<ul style="list-style-type: none"> a willingness to participate in cultural experiences
<p>Test 4 (10 min.)</p>	<ul style="list-style-type: none"> elements of heritage connected with bread 	<ul style="list-style-type: none"> consolidating information 	<ul style="list-style-type: none"> eagerness and openness to test one’s knowledge

Module 5: Culinary in different forms of art (90 mins)

Focus:

Cultural (culinary heritage) expression by arts

Aims:			
<ul style="list-style-type: none"> to learn about the different ways of communicating ideas between creator, participant and audience to learn about how arts and other cultural forms can be a way to both view and shape the world to enhance expression and interpretation figurative and abstract ideas in a range of arts and other cultural (culinary heritage) forms to enhance open attitude towards diversity of cultural expression together with culinary heritage 			
Pedagogy / Methodological Commentary:			
Literary texts or audiobooks, videos, Powerpoint presentations			
Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Culinary heritage in literature (25 min.)</p> <p><u>Task 1: Reading excerpts of literary work about culinary heritage (10 min.)</u></p> <p>Participants read excerpts connected with culinary heritage of famous literary work – <i>“Pan Tadeusz, or the Last Foray in Lithuania: A History of the Nobility in the Years 1811 and 1812 in Twelve Books of Verse (Pan Tadeusz, czyli ostatni zajazd na Litwie. Historia szlachecka z roku 1811 i 1812 we dwunastu księgach wierszem)</i>. It was published in Paris, in June of 1834 and is thought to be the last great epic poem of European literature and is recognized as the national epic of Poland.</p> <p><u>Task 2: Looking for other examples (15 min.)</u></p> <p>Participants look for similar examples of texts about culinary among famous, big literary works in their countries/regions. There are devices in Internet to enable to find excerpts of literary works looking by words like food, cuisine, dinner, feast, etc.</p>	<ul style="list-style-type: none"> the different ways of communicating ideas between creator, participant and audience how arts and other cultural forms can be a way to both view and shape the world 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy, do so in a range of arts and other cultural forms in culinary heritage engage in creative processes, both as an individual and collectively 	<ul style="list-style-type: none"> open attitude towards diversity of cultural expression together with culinary heritage
<p>Lesson 2: Culinary heritage in painting (30 min.)</p> <p><u>Task 1: The film “Feast and Fast. The Art of Food in +Europe 1500-1800” (12 min.)</u></p> <p>Participants watch the film made by the Fitzwilliam Museum. <i>“Feast & Fast tells the stories of people in early modern Europe coming together to produce, prepare, and consume food. The Fitzwilliam Museum asked three groups of people who regularly take part in activities at the museum to help us bring the story up-to-date by sharing their memories and experiences. Working with Egg & Spoon Films and the exhibition curators, the groups enjoyed handling museum objects included in the exhibition and sharing food-related objects from their own homes, and the memories associated with them. From favourite recipe books to well-loved aprons handed down from relatives who worked in service, the objects provoked rich and varied reflections. Each of the groups then invited the filmmakers to share a meal with them and</i></p>	<ul style="list-style-type: none"> the different ways of communicating ideas between creator, participant and audience how arts and other cultural forms can be a way to both view and shape the world 	<ul style="list-style-type: none"> express and interpret figurative and abstract ideas, experiences and emotions with empathy, do so in a range of arts and other cultural forms in culinary heritage engage in creative processes, both as 	<ul style="list-style-type: none"> open attitude towards diversity of cultural expression together with culinary heritage

<p><i>continue the conversation. We hope the film encourages you to reflect on your own memories of coming together over food” (source: the website of the Fitzwilliam Museum - https://feast-and-fast.fitzmuseum.cam.ac.uk/film/).</i></p> <p><u>Task 2: An “artistic” photo of food or eating (18 min.)</u></p> <p>Participants are making an “artistic” photo of food, kitchen equipment or people eating meals. Then put the photo into the platform.</p>		<p>an individual and collectively</p>	
<p>Lesson 3: Culinary heritage in cinema (25 min.)</p> <p><u>Task 1: Excerpts of films with cooking (13 min.)</u></p> <p>Participants watch an excerpts of films (non-documentary ones) in which cooking, lives of chefs, restaurants etc. are warps for a plot of film.</p> <p><u>Task 2: Looking for other examples (12 min.)</u></p> <p>Participants look in Internet for at least one example of similar films connected with cooking, lives of chefs, restaurants. Participants write the title, director, country and main actors of the film. There are YouTube and other film platforms with searching devices.</p>	<ul style="list-style-type: none"> • the different ways of communicating ideas between creator, participant and audience • how arts and other cultural forms can be a way to both view and shape the world 	<ul style="list-style-type: none"> • express and interpret figurative and abstract ideas, experiences and emotions with empathy, • do so in a range of arts and other cultural forms in culinary heritage • engage in creative processes, both as an individual and collectively 	<ul style="list-style-type: none"> • open attitude towards diversity of cultural expression together with culinary heritage
<p>Test 5 (10 min.)</p>	<ul style="list-style-type: none"> • elements of culinary in different arts 	<ul style="list-style-type: none"> • consolidating information 	<ul style="list-style-type: none"> • eagerness and openness to test one’s knowledge

<p>Module 6: Equality and stereotypes (90 mins)</p>	
<p>Focus: Equality and stereotypes</p> <p>Aims:</p> <ul style="list-style-type: none"> • to emphasize core values like equality • to learn what stereotypes are 	
<p>Pedagogy / Methodological Commentary: PowerPoint presentations and PDF documents for reading</p>	

Lessons	Knowledge	Skills	Attitudes
<p>Lesson 1: Who are better chefs – men or women? (55 min.)</p> <p><u>Task 1: PowerPoint with hard and soft arguments (10 min.)</u></p> <p>Participants watch a PowerPoint presentation with hard and soft arguments who are better cooks – men or women.</p> <p><u>Task 2: Participants’ opinions (10 min.)</u></p> <p>Participants write their own opinion.</p> <p><u>Task 3: Information about famous international female chefs (20 min.)</u></p> <p>Participants read information about several female chefs who are awarded Michelin stars.</p> <p><u>Task 4: Participants’ opinions (15 min.)</u></p> <p>Participants write about similarities and differences between chefs in education, a starting points, development of career, writing books and participating in TV programs.</p>	<ul style="list-style-type: none"> creators and promoters of culture (culinary heritage) the different ways of communicating ideas between creator, participant and audience 	<ul style="list-style-type: none"> identify and realise opportunities for personal, social or commercial value through the culinary heritage 	<ul style="list-style-type: none"> rights, equality, equal access and opportunities for all ensuring that every person has equal opportunity regardless of their race, culture, language, religion, gender or disability emphasizing core values like equality
<p>Lessons 2: Stereotypes in Poland about names (origin) of some meals (25 min.)</p> <p><u>Task 1: PowerPoint with examples of stereotyped meals in Poland (10 min.)</u></p> <p>Participants watch a PowerPoint presentation with examples of meals in Poland which have names suggesting their origin but it is not true.</p> <p><u>Task 2: Looking for other two examples (15 min.)</u></p> <p>Participants write basing on their experience or look in Internet for two other examples od stereotypes connected with food and eating.</p>	<ul style="list-style-type: none"> of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, especially culinary heritage what stereotypes are 	<ul style="list-style-type: none"> engage in creative processes, both as an individual and collectively 	<ul style="list-style-type: none"> curiosity about the world willingness to participate in cultural experiences
<p>Test 6 (10 min.)</p>	<ul style="list-style-type: none"> elements of equality elements of stereotypes 	<ul style="list-style-type: none"> consolidating information 	<ul style="list-style-type: none"> eagerness and openness to test one’s knowledge

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