

Title of the activity	SHARING FOOD MEMORIES
Brief description	<p>This activity challenges participants to create a short story about their past around the food they liked then and to (digitally) find out if they would be able to prepare that same dish in their new country. It is not really suited for participants with low language skills.</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Ask each participant to think of their favourite dish when they were young and still in the country they grew up in.</li> <li>2. Split the group in pairs</li> <li>3. Ask each participant to ask their partner the following questions; <ul style="list-style-type: none"> <li>What was the dish you liked best when you were young</li> <li>Who prepared it (usually)</li> <li>Do you remember one time in particular eating that dish and what made it special (think of the company you were in, your surroundings, the weather; anything that made it special for you).</li> </ul> </li> </ol> <p>You can clarify the task by talking about your special dish, who usually made it for you and that one time that was special because of ...</p> <ol style="list-style-type: none"> <li>4. Each participant gets 5 minutes (max) to answer the questions and talk about the special time. After 5 minutes you ask them to swap roles.</li> <li>5. Ask everyone to come back to the group again.</li> <li>6. Ask each participant per pair what their partner has shared with them. (Make this swapping of roles come as a surprise!)</li> <li>7. Ask the participant who originally has shared his/her story if s.he is happy with the retelling, if some information is missing or wrong.</li> </ol> <p>After all have retold the information given by their partner:</p> <ol style="list-style-type: none"> <li>8. Form new pairs, or small groups if there are not enough devices for internet searches.</li> <li>9. Ask each pair or group to check if it would be possible to prepare the same dish in their new country. They can use the internet / search machines to find out if ingredients are available or, if not, could be replaced by others and where to find the ingredients. (30</li> </ol>

	<p>minutes). Ask them to take notes of the information they have found.</p> <p>10. If you notice groups are struggling with this task, offer your help.</p> <p>11. Ask all to group together again to share their findings. Offer them space to react to each other. Maybe someone has tips for others...</p>
<p>Aims</p>	<ul style="list-style-type: none"> <li>● Invite participants to share a personal story by stirring their memories of food and the eating of food with people in their native country.</li> <li>● Make them aware of the importance of listening by asking them to recount the story that has been shared with them (without letting them know that this is what you are going to ask them to do beforehand).</li> <li>● Help them get to know more about each other</li> <li>● Make them feel seen and heard</li> </ul>
<p>Main skills addressed</p>	<ul style="list-style-type: none"> <li>● Self-expression</li> <li>● Communication (listening and talking)</li> <li>● Self esteem</li> <li>● Self-presentation</li> <li>● Collaboration</li> <li>● Empathy</li> <li>● Digital skills</li> </ul>
<p>Why is this activity suitable for promoting civic participation and integration?</p>	<p>The activity will bring back memories that -hopefully - are happy ones for the participants. The fact that people are listening to these memories and are interested in the dishes and memories will boost participants' self-esteem. Food and recipes are known for being good conversation triggers. They will experience that by doing this activity, which will / might help participants to trespass their shyness to talk in the new language, also outside the classroom.</p> <p>If this activity is followed by a meal for which people from outside the group will be invited, it offers the participants a great opportunity to meet other people and become more familiar with and integrated in their new society.</p> <p>This activity is beneficial not only for language learning, but also for getting to know each other better and gaining insights into the significance of food in different cultures.</p>



Which non-formal learning tool is (mainly) used	Storytelling Peer education
Suitable for how many participants (min. / max.)	Small groups Large groups
Indication of duration of the activity	1 hour +
Indication of preparation (time, which material are needed)	Prepare a story about your favourite food of your youth.
Evaluation method	See step 11.
Variations	<ul style="list-style-type: none"> <li>• The information gathered during this activity might come in handy when you close your training sessions with a meal together for which you ask them to all make the dish they have talked about, including yourself.</li> <li>• For this, you could go visiting food stores together, dividing tasks and preparing recipes together.</li> <li>• You and the participants could invite people (family, friends and – important - ‘original’ inhabitants of the new country) to the dinner party, which will broaden the participants’ network.</li> <li>• You could ask a cook from the new country of residence to prepare a traditional, typical meal with the participants.</li> <li>• You / you and the group could make a cookbook with stories, recipes and cultural insights.</li> </ul>
TIPS / ADVICES	<ol style="list-style-type: none"> <li>1. For new language users the first part of this activity (steps 1-8) may be enough. They could then try to find the dish digitally and make a (small) list of words and pictures to describe it.</li> <li>2. If you are working with people with low language skills mainly, it might help enhance the effect of the activity and the learners’ enthusiasm if you ask them to do steps 1-5 in small groups of people who speak the same language. Then, once all have grouped together again, ask each one to talk about what s.he has heard in the new language and allow them to help each other to find the right words.</li> </ol>



	<p>3. Sharing your own personal food choices and experiences at the beginning, helps create a sense of relatability and authenticity for the participants. In our experience it helps them see that you also have faced challenges similar to theirs, or have made specific decisions when it comes to food. This personal connection establishes trust and encourages the learners' engagement.</p>
--	--

