

## TEACHER'S NOTES

### ACTIVITY 2A. Let's eat

#### In this activity, students will...

- Reflect on food as an essential feature of every culture.
- Identify foods that are considered inedible or unappetising in their own culture.
- Become aware that what people do or do not like to eat is just one of the many differences that become evident when we meet people from another culture.

ESTIMATED  
TIME



45 MIN

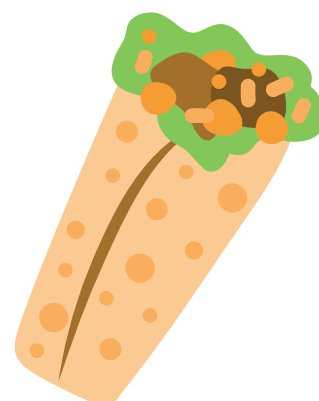
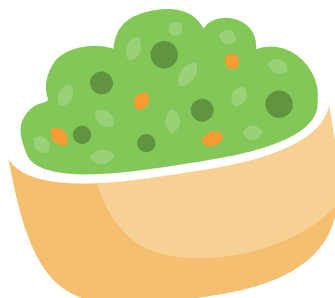
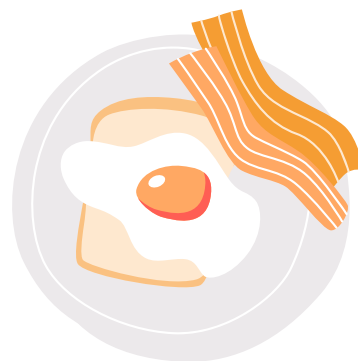
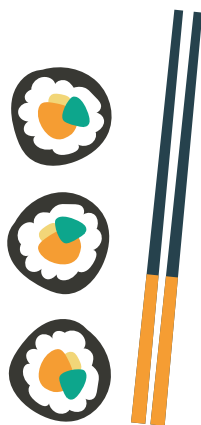
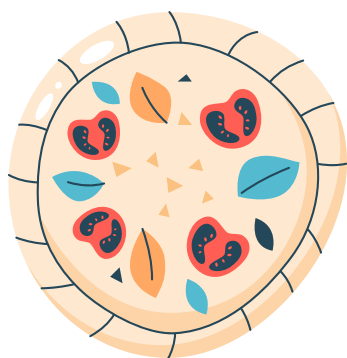
#### How to use this resource

- |                |   |            |
|----------------|---|------------|
| <b>STAGE 1</b> | <ul style="list-style-type: none"> <li>• Show images of foods/dishes from different countries.</li> <li>• Ask the class if they are familiar with them and if they can name any of the ingredients.</li> </ul>  | <b>5'</b>  |
| <b>STAGE 2</b> | <ul style="list-style-type: none"> <li>• Ask your students to present their favourite traditional/family foods.</li> <li>• Ask the rest of the class if they have tried the foods in question.</li> <li>• Organise your students into small groups. Ask them to list foods that they have never eaten and foods that they would refuse to eat, and to explain why. Ask them to think about foods that exist in all countries/cultures too (e.g. bread, milk, etc.). Have them use Google to research the foods they list and to find images of and recipes for them.</li> </ul> | <b>15'</b> |
| <b>STAGE 3</b> | <ul style="list-style-type: none"> <li>• Ask the groups to tell the rest of the class about the results of their discussion.</li> <li>• Write the names of the foods/dishes mentioned on the board.</li> </ul>  | <b>7'</b>  |
| <b>STAGE 4</b> | <ul style="list-style-type: none"> <li>• Discuss the fact that, in some cases and for different reasons, some foods are taboo/forbidden in some countries/cultures (e.g. pork, beef, insects, etc.). Your students could use Google to look up taboo foods and find explanations of why they have that status.</li> <li>• Discuss what the foods in question are.</li> </ul>  | <b>8'</b>  |
| <b>STAGE 5</b> | <ul style="list-style-type: none"> <li>• Have the class prepare a poster with names and images of typical foods/dishes.</li> <li>• Explain that when we get to know another culture, we need to understand that what is normal in one culture might not be in another, and that applies to food too.</li> <li>• Would your students be able to adjust to different foods and eventually come to like them? Children who migrate to other countries often have to do that.</li> </ul>  | <b>10'</b> |

#### Prep time suggestions

- Prepare images of typical foods from different countries; alternatively, ask your students to provide names and pictures of foods.
- In preparation for this activity, have your students ask their parents/grandparents for a family/traditional recipe to bring to class.
- Complementary activity: ask your students to create a quiz.
- Read chapter 2 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), for extra background information on the topic.

## Let's eat



"We all eat, and we all have our favourite foods. However, what we think of as normal food might not be considered palatable elsewhere. Tell the class about **food or a dish** that is typical in your family or the place you are from."



"Would you like to try this?"

