

LESSON PLAN Culinary - check your cultural access!

Title of thematic unit	Culinary - check your cultural access!
Length	5 UE
Learning outcomes	<p>Knowledge of different food regulations and impact on sustainable development</p> <p>Reflection on own culture and family traditions based on religion in relation to diet and lifestyle</p>
Teaching and learning resources and materials	<p>Internet resources:</p> <p>https://pph-augustinum.at/ueber-uns/aktuell/allgemein/ernaehrung-im-spannungsfeld-der-gewohnheiten-und-beduerfnisse/</p> <p>https://www.dnsv.eu/weltreligionen-fur-die-schulverpflegung-interreligiose-perspektiven-in-der-schulmensa</p> <p>https://amsa.at/climatechangeshealth/</p> <p>https://www.ted.com/talks/mohammad_modarres_why_you_should_shop_at_your_local_armers_market?language=sw</p> <p>Study Texts: Hier evtl. Links suchen, ob/falls welche zu finden sind?</p> <p>Spirituality and Sustainability of interreligious/Interdenominational Dialogue in Theological Study Programs Laima Geikina and Dace Balode University of Latvia, Riga, Latvia (DOI: 10.2478/dcse-2019-001)</p> <p>Kleiner Atlas der Kulinarik. Genussvolle Geschichten aus aller Welt (incl. graphics) p 196 ff</p> <p>Erde was tun? Facts and figures on food and agriculture 7 Rassismussfreie Bildungsarbeit Diakonie Württemberg e.g</p>

Learning methods and techniques	Input, Self directed learning, films with h5p Elements (including quizzes), interactive map to discuss food and geographic aspects and also cultural and religious aspects, discussion forum and final quiz, Frames for reflection:
Instructions (course of the lesson)	<p>As an introduction, there will be a short online lecture, which is accessible and explains the first connections between nutrition, sustainable development and interreligiosity. Furthermore, tools for reflection and analysis of one's own behaviour and the society in which the learners live will be presented. These include: the diversity wheel, suggestions from the handout on racism-free educational work, especially p. 18, 26 (family networks adapted to include aspects of eating habits in one's own family). After watching this first introduction, discussion in a forum about the own experience in this field.</p> <p>Phase 1 Learning phase:</p> <p>Texts</p> <ul style="list-style-type: none"> • from the Book of Culinary Atlas to explain the existence of dietary rules - read and answer by means of a quiz, e.g.: (symbolism of food - deadly sins - kosher food - prohibitions on eating meat according to religious scriptures - fasting as purification, but also saving resources for the environment, ...). Vegetarian diet and dietary rules) • Religious holidays and foods historically and currently considered (for example, fasting including abstaining from certain foods and their effects on health and the environment historically and currently, especially when too much is consumed during Christmas/Easter festivities, that is produced globally or a lot of meat is eaten late at night during Ramadan, ...) • Texts from the book Erde was tun e.g 56/57 ff "unbridled appetite for agricultural products", "global agriculture and impacts on biodiversity and changes in eating habits" eg: 45 per cent of the cereal grains produced worldwide end up on our plates, 35 per cent are eaten by animals and thus end up on our plates, .. • Graphics about loss of food • Informations about religious observances and food production

Please read the texts and answer some questions.

Phase 2 Reflecion:

- Diversity wheel and SDG Framework – which SDGs shows us the link between cultural action and nutrition? Which categories on the diversity wheel are important for the discussion on the topic nutrition and intercultural dialog?
- Nutrition in your family – with tradition to you have? Are this tradition(s) linked with religious aspects? Please use the “Familiennetz” to reflect your approach to this topic!

Phase 3:

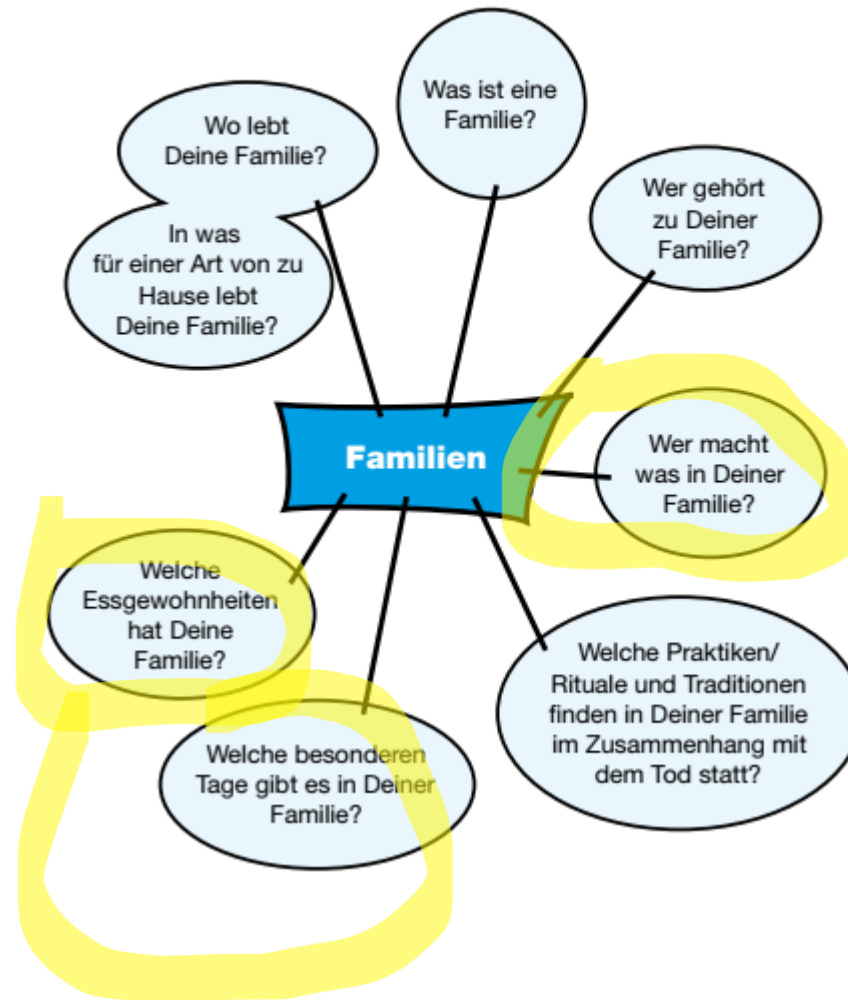
Now we want to bring all the aspects together to find solutions to create a sustainable mindset. Please describe in the discussion forum:

What activities you can set-up to consume food in your cultural or religious practice more sustainable?

What impact will the activities have for example on your personal CO2 foodprint / handprint (this includes the care work you do)

Discuss with two of the other participants!

And at least, we want to create a mindmap to work out possibilities of our group to support a interreligious and sustainable lifestyle! Therefore please use the prepared MINDmaster Map und post you suggestions!



ELRU Shifting
Paradigms, S. 112 ff
Anti-Bias-Netz
www.anti-bias-netz.org

Evaluation (assessment)

Write down a microarticle to show your learnings and include also further questions you want to discuss after this lesson.