



‘EMPOWERING CHILDREN TO ACT AS CULTURAL DIPLOMATS FOR A ROBUST AND RESILIENT EUROPE’

ACTIVITIES BY THE TEACHERS AND STUDENTS OF DE LA SALLE SIXTH FORM,
BIRGU, MALTA

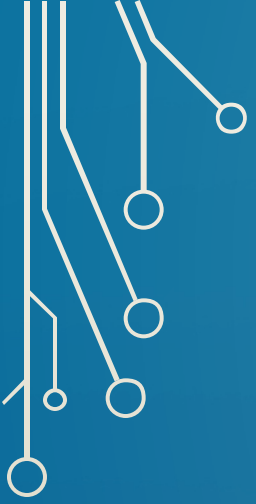



Activity: Collaborative story telling and poetry pedagogy

Europe on a plate: Reflections on people's experiences and memories of food

Activity Aims:

- Cross cultural understanding & appreciation
- exchange of values, traditions
- national memories related to food

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- The activity was planned as part of a series of school activities related to cross cultural understanding.
 - These activities are held yearly and also entail students preparing food from different cultures (EU & worldwide) as well as researching the culture in question.

What is the activity about?

- To teach cultural diplomacy in classrooms in various ways such as through:

understanding cultural traditions across different European countries;
understanding own's own culture



Some photos from the activity done
with all students





ACTIVITY

Warm up

- Ask students to reflect on foods they enjoyed eating during childhood
- The foods they mentioned were mostly global and not local. Some mentioned local foods particularly linked with grandparents and slower food type cooking.

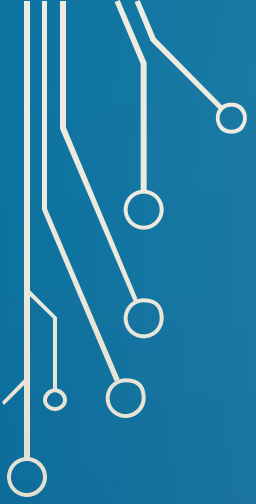

Brief discussion on gobal and local foods

- Food is intercultural
- In our case food was intercultural before globalisation [due to a history of colonialism]



WORKSHEET EXERCISE:

- Students were given various worksheets. Each work sheet had a biographical text highlighting a person's memories and feelings related to food. [The worksheets are cross cultural but very similar in content].
- Students were then split into smaller groups and encouraged to take on the point of view of the person in the worksheet.

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- Activity purpose is to highlight that most of the groups would come up with same feelings, values.
 - Thus implying the common elements of personal experience within different countries of the EU.
 - Students then had to sift through text to elicit these feelings and memories.
 - A discussion then followed to move from feelings and memories to values.

- A group discussion followed a derolling activity.
- In group discussion the idea was to reflect on the values discussed in the worksheet activity and then linking them back to the warm up discussion and to their own personal experience and foods they mentioned.
- These terms came up:

Ethnocentric / eurocentric / globalised vs local / fusion foods

Conclusion

- Students felt it was interesting to think of things in their daily life (e.g.: food) and discuss the broader implications of this. [In our *Maltese* context the contrast between foods linked to globalisation and local foods is very sharp!].
- It was also interesting to find different ways of looking at cultures, and finding cultural awareness also through these elements.

- Some foods [local and global] prepared by staff and students



