

Jana Ambrožič-Dolinšek
University of Maribor, Slovenia

Cooking memory book

How can we prepare our own food

Food supply, production and nutrition are of particular importance in the Anthropocene, especially in view of the predicted climate change. The idea of the module is to inform, reflect and internalize where food comes from and how it is produced, with classical and practical activities related to cooking. The topics are organized in form of a series of cooking activities and the creation of a memory book.

cooking, memory book cooking, food, nutrition

Topic: Cooking memory book

Nutrition and food supply are of particular importance for the Anthropocene, especially in view of the predicted climate change. The question of how to ensure food security, safer livelihoods and better nutrition is not only important today, but also tomorrow.

This learning scenario focuses on classical and practical activities related to healthy food practices and habits, cooking and nutrition that lead to better health and well-being. Cooking is also linked to culture, to current and past cooking habits (of parents, grandparents and other young and old relatives, classmates, students, different generations and society) and attempts to link it to sustainability and sustainable food preparation. These aspects are summarized under the title “Cooking Memory Book”.

The Cooking Memory Book attempts to cover different dimensions of food and nutrition, for example through practical activities such as cooking classes, taste tests, etc. These activities can help individuals develop practical skills for preparing healthy and sustainable meals and develop a deeper understanding of the science and culture behind food. The Cooking Memory Book will document these activities.

What is a memory book? The basic idea of a memory book is to create a collection of memories as they happened. In most cases, this involves creating a scrapbook. Each person can choose their own original concept for this. The most important thing is that the memory book is

designed the way they want it. It can contain recipes, notes, thoughts, photos, newspaper clippings, illustrations, inscriptions and memorabilia. There is no limit or restriction to what each person can add to their own memory book. How it is done depends more or less on the individual participants. The memory book can be created on paper or with the help of digital tools such as phone, computer, camera and programs such as Power Point, Padlet, AI etc.

The Cooking Memory Book can include the classic activities related to collecting recipes, the experiences of older people, cooking in the past and present, cooking for other organisms and the needs of the cook. Other activities should include sourcing and growing ingredients and cooking in all seasons, as well as learning how to cook outdoors and what to do to feel comfortable in the kitchen.

Didactics

This learning scenario explores cooking in its connection with people, ecology, culture and sustainability. Pupils and students learn preferably through experiential learning. The individual parts of the module can be used independently of each other.

The learning scenario seeks to explore the cultural significance of different foods in different communities, such as traditional foods, local cuisine and festivals associated with particular foods. It examines the social and economic factors that impact access to healthy food, such as food deserts, food insecurity and poverty. Food practices can be linked to ecology, such as farming techniques and culinary traditions, as well as sustainability. The topic can later be linked to local communities by engaging with community members about their food cultures and traditions. This can include field trips to local food markets and restaurants, guest speakers from the community, and community service projects that address food production and distribution. It can be linked to cultural diversity by showcasing a range of examples of different cultural cuisines and traditional food practices.

WHO is the target group? Who are the potential partners?

The module is designed for primary level, but some activities are also suitable for secondary level learners and teachers. Partners are not required for participation. The individual components of the module can be used independently of each other.

WHY is this topic relevant for CultureNature Literacy? WHERE is it going?

The objectives and skills can be integrated into science lessons, home economics lessons, science-oriented subjects and some social science subjects. The following objectives are pursued with the learning scenario:

- encouraging natural curiosity,
- developing the ability to observe and explore,
- recognize the connections of human nutrition, food chains and food webs,
- develop an understanding of the complex relationship between food, culture and

- environment and how this relationship influences food choices and food systems,
- develop an appreciation for cultural diversity and promote healthy and sustainable food choices based on scientific evidence and cultural knowledge.

The learning scenario is thematically linked to the [CNL & Science Education](#) and [CNL & Home Economics Education](#) chapters of the CultureNature Literacy handbook.

The learning scenario is linked to the GreenComp competences, which promote the competences 1.1 on values and their dynamics, 2.1 on systems thinking and multi-perspectivity, 2.2 on critical thinking, 2.3 on problem solving and 3.3 on exploratory thinking within an interdisciplinary and creative approach. The GreenComp competencies of appreciation, promotion of nature, systems thinking, reasoning, problem solving, influencing the future, adaptability, exploratory thinking and discovery thinking are particularly relevant to science education and home economics education.

Learners are encouraged to express their opinions and discuss topics.

WHEN, in which period does this take place?

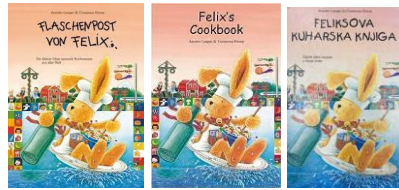
The time frame of the learning scenario cannot be clearly defined and depends on limiting factors such as time of year, age, the learning unit to be covered and the curriculum in each country. The learning scenario can be used as a stand-alone teaching unit, e.g. to explore topics of plant and food production, nutrition, ecology, sustainability, etc. in cooking lessons. It begins with the introduction and planning of cooking and ends with the creation of a cooking memory book in which the steps of collecting recipes, cooking, feelings, events and difficulties are documented.

HOW to proceed?

Step 1: Introduction to cooking

The teachers select a picture book, a book for young people or an adult book in which cooking plays an important role. This is followed by a discussion about the content. Based on their reflections on this source, they plan the preparation. The selected picture book or book should be appropriate to the developmental level and age of the learners.

The teacher selects a source (e.g. a book) in the learners' first language. Below are some optional suggestions for introductory english reading, some have also been published in other languages. Our suggestion is the book series Felix the Rabbit (Langen & Droop 2001, 2002). It has been translated from German into other languages and is suitable for kindergarten and primary school children:



Suggestions for reading:

Feliksova kuharska knjiga, (Langen & Droop 2002)

Felix's Cookbook (Langen & Droop 2002)

Flaschenpost von Felix (Langen & Droop 2001)

Visit Annette Langen's website at www.annettelangen.de or follow this link:

<https://www.annettelangen.de/assets/templates/videos/a-visit-at-annette-langens.mp4>

For more information about cooking in Slovenian, see Jaklitsch Jakše & Haramija (2021).

Step 2: Describe your favorite food

You can find out about cooking from a variety of sources. Try to choose from a wide range of sources in your first language.

Close your eyes and imagine drawing your favorite food, add a picture and describe it below!

The name of your favorite food:

Make a list of the most important ingredients:

Describe the necessary cooking techniques:

Are there regional versions of this recipe?

Can regional ingredients be used?

Describe possible customs and traditions associated with this dish in the respective culture.

Consider how new trade routes or colonization may have introduced new ingredients and cooking techniques?

Compare your recipe and cooking experience with others.

Share your recipes, experiences and insights with a wider audience.

Step 3: Visualize a food chain and a food web

A sequence of food connections is called a food chain. Find out what a food web is! How are producers, herbivores, carnivores and decomposers connected in the food chain and food web?

The bread is made from wheat, so it is the producer. Why?

The cow presents the meat in the food chain. The cow itself is a herbivore. Why?

The wolf presents the meat in the food chain. The wolf itself is a carnivore. Why?

The bacteria are decomposers. Why?

Don't forget the sun. What role does the sun play in this chain and also in this process?

Draw connecting arrows to visualize the food chains between other organisms:

Chestnut	Dormouse	Marten
Blueberry	Shrew	Fox
Acorn	Vole	Owl

Step 4: Create my own food chain

Think about your food and create your own food chain that includes you and your food. Choose your favorite meal (or the one from yesterday). Write down the composition of your meal in the column! Look at each component of the food and determine which link of the food chain it belongs to.

Menu (composition of the dishes)	Link to the food chain:

Do you have any decomposers on your leaf?

Are there any omnivores?

What is the main source of energy in this system? Don't forget the sun. What role does the sun play in your food chain?

Step 5: Prepare your own favorite meal

It's time to prepare your favorite meal.

Recipe title:

Make a list of the most important ingredients:

Describe the cooking techniques:

Photograph, sketch or draw different stages of preparation. Take notes. Talk about the products and the beauty of your food. Don't forget to take a photo of the cook and the helpers.

Can regional ingredients also be used? List them.

Describe any customs and traditions associated with this dish in the respective culture.

Consider whether and how trade routes or colonization may have influenced their cuisine.

Record your recipe and any observations and comments in the cookery memory book.

Step 6: Prepare a birdseed cake

Prepare food for birds near your school or home. This is especially beneficial during the cold winter months and when they are preparing to lay their eggs. Mix it up and offer it in a pot with built-in perches to create a "café for birds".

You can find ideas for the recipe on the following links, among others:

How to make bird seed cakes | Grow at Home | Royal Horticultural Society
<https://www.youtube.com/watch?v=M-k7mhYb0-w>

How to Make a Birdseed Cake | Bird Feeders & Backyard | Garden Gate Magazine
<https://www.youtube.com/watch?v=PMiZ7HC273k>

Step 7: Creating the Cooking memory book

Think back to the steps you took to make your food. Describe your feelings and difficulties. Involve your friends and family. Research the origin of the food. Ask older people how they prepare this food. Ask about their eating habits. Ask about how food is produced and

consumed. Collect photos and notes and keep them in your memory book. Your cooking memory book should tell a story about your cooking in chronological order. Prepare it as a physical memory book or as a digital memory book.

Answer the following questions when creating it:

Do you enjoy cooking for family, friends, strangers or even other non-human creatures?

Are you curious about the cooking skills of others?

Find the perfect time to try this recipe.

Accept the invitation to "Come eat with me" and be surprised.

Or invite someone else, for example a friend.

Share your experiences and photos on websites such as #instamasfood

You can start the memory book with the sentences: "My kitchen is a big book. At the moment, it's a blank page waiting for the day it's started."

Here are some helpful links for creating a cooking memory book:

How to Make a Memory Book: <https://www.wikihow.com/Make-a-Memory-Book>

What to write in a Memory Book? <https://www.memory-books.com/blog/14/what-to-write-in-a-memory-book>

WHAT do you work with?

Materials: Picture books, books, manuals, worksheets, videos, websites.

Digital tools: Office, Padlet, Mentimeter, AI.

WHERE does the learning scenario take place?

The learning scenario takes place at home or in a cooking classroom or other suitable areas of the school.

Literature

Bianchi, Guia; Pisiotis, Ulrike & Cabrera, Marcelino (2022). *GreenComp. The European sustainability competence framework*. Edited by Yves Punie & Margherita Bacigalupo, Publications Office of the European Union. DOI: 10.2760/13286

Jaklitsch Jakše, Katarina & Haramija, Dragica (2021). Razvijanje družinske pismenosti in medkulturnih odnosov ob kuharskih knjigah za (predšolske) otroke = Developing family literacy and intercultural relations with cookbooks for (preschool) children. In Haramija, Dragica & Pulko, Simona. *Pogledi na slovenščino kot prvi jezik v zgodnjem izobraževanju*. Univerza v Mariboru, Univerzitetna založba, Pedagoška fakulteta, 377–405. <https://press.um.si/index.php/ump/catalog/book/583>

Langen, Annette & Droop, Constanza (2001). *Flaschenpost von Felix*. Coppenrath.

Langen, Annette & Droop, Constanza (2002). *Feliksova kuharska knjiga*. Mladinska knjiga.

Langen, Annette & Droop, Constanza (2002). *Felix's Cookbook*. Abbeville Kids.

SDGs

Sustainability: Education for sustainability is the aim of this activity.

Inclusion: Children with special needs are included in all activities. With additional professional support from inclusive educational staff, learning deficits can be reduced.

Digitality: Digital resources are used for research, selecting images and apps.

Target group correspondence: The learning scenario can be adapted to the needs of different groups of children, young people and adults.

SGDs: SDG 4 (Quality education)

Author

Jana Ambrožič-Dolinšek, PhD

is a professor of science and biology for future elementary school teachers and of plant physiology and biotechnology for future biologists. Her research focuses on public acceptance of biotechnologies and development of in vitro methods for conservation, micropropagation, storage and cryopreservation of endangered, rare or vulnerable wild species.

E-Mail: jana.ambrozic@um.si

Zitiervorschlag:

Ambrožič-Dolinšek, Jana (2024): Cooking memory book. How can we prepare our own food. In: *CultureNature Literacy für den Unterricht. Next-Practice-Beispiele für Schule und Hochschule*. <https://cnl.ph-noe.ac.at/projektvorhaben/lernszenarien>

Das Projekt *CultureNature Literacy* wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung tragen allein die Verfasser*innen; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben. | Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

www.ph-noe.ac.at | <https://cnl.ph-noe.ac.at/>