

SCENARIO FOR COOKING EVENTS, INCLUDING IMPLEMENTATION

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Authors: bildungsmarkt e.V.
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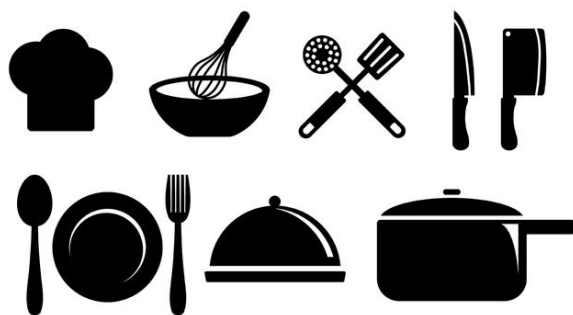


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1. OBJECTIVES OF THE COOKING EVENT

The cooking event serves as a method to bring young refugees and migrants (mainly from the Middle-East and North Africa) together with trainees by planning, cooking and serving international dishes together. It will include suggestions for adding cultural background information and recipes.

This should create interest and motivation on both sides to learn together and to support each other. Self-confidence should be imparted. In addition to the reduction of prejudices on both sides and to profit from each other's experiences and knowledge, interest in a qualification or training in the hospitality industry should be awakened from a professional point of view.

The cooking event might work as a bridge between newcomers and long term residents.

In addition to the young people, the trainers and vocational school teachers are another target group whose professional and social skills will be expanded and strengthened by this event.

With reference to the Manual Learning Framework the specific objectives are:

- To give Newcomers a better knowledge of the language and culture of the European host countries,
- To stimulate Newcomers to participate more in the educational system, including VET, and feel at home,
- To contribute to a more attractive VET, with more participants,
- To support the participation of Newcomers in the European labour market.



2. LEARNING OUTCOMES (KNOWLEDGE, ATTITUDE, SKILLS)

Cooking events in a multicultural context have a big advantage: They foster mutual understanding through a simple and yet sustainable, culinary experience.

One of the richest aspects of human cultures, arguably, is the way so many people know how and what to cook and eat for health and happiness.

Everybody has a favourite dish and can tell a story behind it. Memories from childhood or adolescence are often linked with the specific smell of one or another plate that define comfort and joy for us. Food is a medium that makes it very easy to embark on a discussion. Some cooking ingredients are seen as staple food in some regions, whereas they are hardly used in other countries. But there are many ingredients, be it lentils, rice, potatoes etc., that are almost used universally, even though the preparation may differ. So, the ideal cooking event is not about a rigid set of recipes, but an approach to cooking and eating that can be adapted to almost any place or circumstance.

To make a long story short, food is a rich topic that allows us to share experiences across cultural and linguistic barriers, without leaving anyone behind: There is not the one and only way to cook, there are as many ideas and approaches as there are participants in a cooking event.

Thus, cooking together represents a rare chance for everyone involved to learn and teach something at the same time. This of course is not restricted to the process of cooking, but starts with the shopping. Many cities offer the possibility of food-shopping on a street-market, which is an ideal start for a cooking-event. Local and fresh products are a great contribution to all recipes.

a. Aims

- Collective cooking connects people from various cultures and backgrounds.
- Using established cross sectoral networks to demonstrate educational possibilities and facilitating entry into VET-studies for newcomers.
- Cooking activities with people from different cultures can facilitate the integration of newcomers by learning the language of the guest country and learning about cultural differences. Of course this also goes the other way round.
- Language is defined by culture. Real language competence relies on the understanding of the culture that has shaped the language. The language of the host country is the spoken language during our activities.
- The cultural differences regarding meals, dining and cooking are the main ingredients of our activities. Not only the cultural characteristics of the host country.
- The interventions should be non-formal, interactive, relaxed and fun.

b. Knowledge

A common cooking event leads to the acquisition of knowledge on two distinctive levels:

1. Practical learning

The concept of "practical learning" aims at the acquisition of new knowledge through a real action. Theory and practice are not separated, but complement each other, whereby the learner applies his theoretical knowledge to an actual action and, conversely, creates further theoretical knowledge through his action.

In the concept of practical learning, theory and practice are by no means to be understood as contradictory or even exclusive. Much more, one complements the other. Theoretical knowledge supports the learner in his practical work so that it can be used more efficiently. On the other hand, practical experience improves the theoretical understanding of a matter because it functions exemplary and thus brings a theoretical construct from the abstract into a real world. Especially against the background of language barriers, the transfer of knowledge through "practical learning" can be used efficiently.

2. Intercultural learning

Intercultural learning and the resulting intercultural competence is understood as a key qualification that contributes to private and professional life planning.

Intercultural learning teaches the participants of a cooking session that cultural, ideological and religious values, norms and ways of life are in motion. They are exposed to the influence of other cultures and orientations as well as to the influence of local habits, social demands and biographical developments, and any confrontation with other cultures and ways of life offers the opportunity to reflect on one's own points of view and to modify one's own ways. It is part of intercultural learning to perceive what is common and what separates people from different life worlds and to recognize and use this as a basis for solidarity among one another.

c. Attitudes

The participants should

- develop an understanding and be aware of their particular socialization and ways of life;
- develop an understanding and knowledge of other cultural backgrounds;
- develop an interest, openness and appreciation for other cultural imprints; confront various different cultural ways of life and deal with them, even if this might include to admit to fears and endure friction;
- realize that there are prejudices against strangers and take these prejudices seriously;
- respect the otherness of the others;
- critically reflect their own point of views and develop an understanding for differing views;
- critically reflect on a consensus about common rules for living together.

d. Skills

The following skills result from a successful cooking session:

- to think about a recipe and adapt it together (anticipation and imagination);
- to learn the distinction between things that are possible and things that are not;
- to establish a relationship to food and ingredients (information and knowledge about the origins of these);
- detailed planning and shopping (getting to know the ingredients and handling of money);
- to collect information about products, to read and understand recipes (language);
- getting to know a kitchen and everything that it contains;
- to understand the necessary preparations (carefulness, planning, to think ahead);
- to make use of your hands during the cooking (dexterity);
- observing, monitoring and understanding the cooking process (physics, chemistry);
- to be able to wait (patience);
- decoration and mise-en-place (cultural awareness, being part of a community, creativity);
- enjoying a meal (savoir vivre, sensorial experience).

Learning Outcomes Units and Learning Outcomes

Learning outcomes units described below, concentrate on knowledge and experiences about the host country. When the activities are undertaken with participants from several home countries, it is also possible and maybe even necessary to broaden the knowledge to the home countries of the other participants. This will depend on the local situation in the different partner countries. Cooking Events are focusing on the following Learning Outcome Units:

Learning Outcome Units

As a result of the Multicultural Cooking Event:

- the participant has become acquainted with people from the host country;
- the participant has basic knowledge on the education system of the host country;
- the participant has basic knowledge of the dining and cooking habits of the host country;
- the participant has become acquainted with some basic hygiene, sustainable and healthy nutrition food issues;
- the spoken language of the host country of the participant has improved.

Learning Outcomes

Learning Outcome Units are broken down into more specific Learning Outcomes. The learning outcomes describe a broad range of more concrete outcomes that might play a role related to the Multicultural Cooking Event in the different partner countries. Every partner chooses its own accents during the preparation of the activities of his own Multicultural Cooking Event (or National Multiplier Event).

Learning setting

The Multicultural Cooking Events will be realised in a non-formal setting. The learning takes place in a voluntary setting for at least the newcomers but is goal oriented related to the learning outcomes.

Global Design multicultural cooking event

The blended global design of our Multicultural Cooking Event contains several interventions to achieve the overall learning outcomes. Every event contains at least the following three interventions:

1. Online food game
2. Cooking and dining session
3. Educational system Information

The sequence and programming of these interventions might vary per partner and event. Not all the specific learning outcomes related to the cooking and dining sessions might be equally important in every session. Each partner chooses his own accents during the preparation of the activities of their Multicultural Cooking Event.

Detailed description of learning outcomes:

INTERVENTION	LEARNING OUTCOMES
Online Food Game	
	<ul style="list-style-type: none">• Can recall and recognise characteristic of meals and beverages of the host country.• Can recall and recognise the main ingredients and tools of these characteristic meals.• Can classify the ingredients according to these characteristic meals and beverages.
Cooking session	
	<ul style="list-style-type: none">• Can recall the first name and home country of at least five participants of the cooking session.
	<ul style="list-style-type: none">• Can recall and recognise characteristic of meals and beverages of the host country.• Can recall and recognise the main ingredients and tools of these characteristic meals.• Can classify the ingredients according to these characteristic meals and beverages.• Is familiar with the spoken language of these meals, beverages and ingredients of the host country.
	<ul style="list-style-type: none">• Can recall and describe the main dining conventions in the host country.• Can apply the recipe of at least one characteristic meal of the host country.
	<ul style="list-style-type: none">• Can recall and describe some main hygiene measures needed.• Can take actions to reduce food waste during the cooking and dining sessions.• Can recall and describe some basics on healthy nutrition.

	<ul style="list-style-type: none"> • Can recall and describe some main hygiene measures needed. • Can take actions to reduce food waste during the cooking and dining sessions. • Can recall and describe some basics on healthy nutrition.
	<ul style="list-style-type: none"> • The spoken language related to the host country has improved. The newcomer can name at least 10 new words of the host country.
Educational system Information	
	<ul style="list-style-type: none"> • Can recall and describe the main characteristics of the educational system in the host country. • Can recall the main differences with the system in his home country.

3. TARGET GROUPS

Target groups of the cooking event are young people with a refugee background, young migrants and vocational school students (or teachers) in gastronomic professions. Participation in the cooking event is voluntary. This is the only way to awaken a rapprochement and interest for each other.

In addition, the trainers and vocational school teachers are reached as a target group. They attain new competences and experiences in dealing with refugees over the cooking event.

Also, existing networks and/or NGOs working with migrants should be involved in these events.

Last but not least cooking events can serve as a great connection between professionals and newcomers. This is why restaurant owner's or employees would make a good addition to the participant list. They provide an inside view of how it is to work in this field and can give helpful advice on how and where to send your application.

Target group	Objectives for participation
Newcomers	<ul style="list-style-type: none">- Learn language- Cultural knowledge- interest and understanding to each other
VET-students	<ul style="list-style-type: none">- social skills and competences- new experiences dealing with Newcomers/refugees over the cooking event- cultural knowledge
Teachers / trainers	<ul style="list-style-type: none">- social competences- connection between VET-students, newcomers and teachers/trainers- using of the existing network
Help organisation	<ul style="list-style-type: none">- connection between professionals and newcomers- additional experience and orientation in their work

Islam and food

Since many newcomers are Muslim, it is important to know something about the food rules for Muslims. Pork meat and alcohol are forbidden. To get halal meat, animals have to be slaughtered in a ritual way: without anesthesia. It is important to ask the newcomers about it, in order to avoid misunderstandings.

4. PRACTICAL INSTRUCTIONS

4.1 HOW TO PLAN A COOKING EVENT

Rough planning before the event

- Develop event concept with budget and key data (schedule, dates, budget, etc.)
- submit budget to management for approval
- Determine project organization (who does what by when - responsibilities, areas of responsibility, rough deadlines, substitutions, etc.)
- Determine time schedule
- Define number of guests/participants
- Invite participants
- Clarify insurance (participants and furniture)

Detailed event planning

- Define processes
- Define program
- Event location - reserve a training kitchen
- Check sanitary facilities (ensure cooking hygiene)
- Select recipes, organize purchasing (internal/external) and organize ingredients in appropriate quantities
- Furniture/infrastructure (internal/external), test technology in advance, build infrastructure at an early stage
- Organize documentation in the form of photos and videos (prepare declaration of consent of participants)
- Prepare signage and list of participants

Procedure at the event

- Letter & instruct personnel for the event day early on (internal & external)
- Make clear distribution of tasks
- Set-up of technology, furniture & infrastructure incl. testing
- Carry out documentation
- Welcome, thanks and farewell of the guests before and after the event

Immediately after the event

- Use the questionnaires for teachers and students (see: <https://newcomerkitchen.eu>)
- Get Feedback from the target group (it may be oral or written)
- Dismantling of furniture/technology/infrastructure
- disposal
- Organise cleaning
- First manouvre criticism

After the event

- Debriefing to internal employees and external partners
- Check inventory
- Make Settlements and Budget Comparison (TARGET/IST)
- Thank you mail/letter to guests (photo gallery, survey/feedback)
- Report of the event in Newsletters, on websites or in Social Media

Planning and tips – made by Clusius College

Week	Subjects	Lesson content	Result
1 (11 Feb.)	Introduction of the entire day return day Theory (3 hours) Practical work (3 hours)	Theory about meeting technology, Brainstorm about the approach of the event and division of tasks Group work to start the tasks Sample cooking Game recipes	Agenda, Minutes, Detailed recipes, Organization of the event Two recipes worked out for the game (kefta and spring mash) Order list (Vincent) feedback to the class planning week 2
2 (25 Feb.)	Theory (3 hours) Practical work (3 hours)	Financial management. Cost price calculation, Budgeting meeting about the event. Test run workshops. Sample cooking Game recipes / dinner recipes Presentation of the documents created for feedback from the class to the groups.	Budget, Planning day, Agenda, Minutes, Order list (Vincent) Recipe feedback to the class planning week 3
3 (4 March)	Test run cooking event with layout plates and guests who only test. Theory (3 hours) Practical work (3 hours)	Meet about test cooking, Guest lecture about board layout.	Agenda and minutes, Cost calculation, Final event planning and folder, Recipes worked out / adjusted. Feedback to the class Planning week 4
4 (11 March)	Cooking event preparation		
5 (18 March)	Cooking event preparation	Guest lecture: service & etiquette	Feedback to the class, Planning week 6

6 (25 March)			Agenda, Minutes, Schedule, Video script for Multiplier Event, Test of the pilot game. Order list cooking event Feedback to the class Planning week 7
7 (1 April)	Cooking event with language class. Practical work (6 hours) (afternoon + evening)	Cooking event with Language class. Including decoration Flower Food for everyone who has cooked. (max 50 people)	Dinner for 50 persons
8 (8 April)	Completion of the period	Presentation about all results (see attachment for the content of the presentation)	Scenario cooking event (including movie) Scenario multiplier event.

4.2. FOOD AND KITCHEN HYGIENE

During the cooking event in the kitchen, the target group as well as the host should observe the following The Four Cs rules:

Cross contamination

One of the biggest causes of tummy upset is cross contamination. This is when germs on one food are accidentally passed to other foods – usually from a person's hands or kitchen utensils. But these health risks can be easily prevented:

The Four Cs

1. Cross contamination
2. Cleaning
3. Cooking
4. Chilling

- Wash your hands with soap and clean water before touching food and immediately after handling raw food (e.g. meat, eggs), handling bins, touching pets, or going to the toilet.
- Clean and disinfect all surfaces immediately after preparing food
- Ideally, use different colour-coded chopping boards for raw and ready-to-eat foods
- Cover food or keep it in sealed containers to stop germs getting in
- Store and prepare raw food away from cooked and ready-to-eat foods
- Keep any pets or animals away from food preparation and eating areas

Cleaning

- Decontaminate items in the right way at the right time to remove any germs and help stop them spreading to food
- Make sure all utensils and equipment are spotlessly clean before use
- Regularly clean and disinfect things that people often touch, such as taps, cupboard handles and switches
- Clean all food preparation surfaces with surface disinfectant spray or wipes immediately after preparing food. For direct food contact surfaces, rinse thoroughly with water after product has been used.
- Use paper towels or disposable cloths if possible and if you if you reuse cloths, decontaminate them between each task.

Cooking

Cook meat thoroughly to kill the germs that cause tummy upset. To check your meat is cooked, insert a knife into the thickest part – there should be no sign of pink meat and any juices should run clear. When reheating food, make sure it is steaming hot all the way through, and never reheat food more than once.

Chilling

Keeping foods cool (0–5°C) or frozen slows the growth of bacteria. Always check the storage instructions and 'use by' date on your food's packaging. If you have any leftovers, cover and store them in your fridge or freezer within two hours of cooking, making sure they have completely cooled first. Separate them into smaller containers to speed up cooling if necessary.

(<https://www.dettol.com.au/healthy-homes/healthy-kitchen-and-dining/food-safety-and-hygiene/>)

4.3. PREPARING AND COOKING FOOD

In addition to this information, all people involved in the preparation and cooking of food need to read health and hygiene for food handlers. It is particularly important that you do not prepare or cook food if you are ill with diarrhoea and/or vomiting.

Buying food

A cooking event places a strong emphasis on safety:

When you buy potentially hazardous food, place it in insulated bags or boxes for transporting to the preparation place if it is not close to your shops. Place your potentially hazardous food in a refrigerator or freezer as soon as possible. See our information on temperature control for a list of foods that are potentially hazardous.

Preparing food

Before preparing food, make sure that hands, clothes, equipment and kitchen surfaces are clean. They will also need to be kept clean throughout food preparation.

If your event is to be held outdoors with limited facilities, prepare the food in a kitchen and then transport it to the event. This does not mean that you need to cook food before you take it to the event but, for example, you should slice the raw meat ready for cooking. In fact, food that is freshly cooked at the event and served straight away, such as occurs with barbecues, has less chance of becoming unsafe than food that is pre-cooked and then taken to the event. Therefore, wherever possible, try to cook food at the event rather than pre-cooking it.

Preventing food from becoming contaminated during preparation

The most important step to remember before preparing food is to wash and dry your hands thoroughly.

Try to use tongs and other utensils when preparing food that will not be cooked before it is eaten, such as salads and sandwiches. You may prefer to wear gloves, but remember that they should be used for one task only (for example, breaking up a cooked chicken for sandwiches). When you start the next task, wear new gloves.

Never use the same utensils for raw meats and foods that are ready to eat, such as cooked meats, unless they have been thoroughly cleaned, sanitised and dried.

Cooked food and other food that is ready to eat, such as salads, should always be placed on clean and dry serving dishes.

Cleaning and sanitising utensils

There are three steps needed to effectively clean and sanitise utensils:

- washing
- sanitising
- drying

practical tips for preparing the cooking event

Numbers - Consider how many people you can fit in your kitchen

Space - Think about the storage and what space do you need How big is your fridge?

Do you have big enough work surfaces?

Oven and hob space

Equipment & staff - Think about enough equipment for cooking, and sufficient serving dishes, plates and glassware

4.4. HOW TO CREATE RECIPES

Before cooking can be started, recipes must be collected or prepared. These could be designed according to the following criteria.

a) Recipes have three aspects:

- Recipes itself – starter, salad, main course, dessert (or varieties on this)
- Cultural background information of the meals,
- Culinary information (e.g. ingredients)

b) Three regions are proposed:

- Middle East
- Northern Africa
- Europe

Format

Recipes are described according the format below. See also annex 2d.

For the total collection of recipes, as collected during the NIK project, go to the website:

www.newcomerskitchen.eu.

**Newcomers
In the
Kitchen**

Rezept

Name	Königsberger Klopse
	<input type="radio"/> Vorspeise <input type="radio"/> Beilage <input checked="" type="radio"/> Hauptgericht <input type="radio"/> Dessert <input type="radio"/> Mittlerer Osten <input type="radio"/> Nord Afrika <input type="radio"/> Europa
Region	
Küchenequipment	<ul style="list-style-type: none"> - 2 Töpfe - Gemüseschäler - Sieb - Messer - Anrührschüssel - Schneidebrett - Schneebesen - Schöpfkelle und Abschäumer - Teelöffel, Esslöffel
Zutaten (4 Personen)	Hackbällchen <ul style="list-style-type: none"> - 700g Getahtes (Hals und Hals) - 2 Eier - 2 Teelöffel Senf - 3 Teelöffel Kapern

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**Newcomers
In the
Kitchen**

Sauce

- 1 Zwiebel
- Petersilie
- 2 Scheiben altes Weißbrot oder Paniermehl
- Pfeffer, Salz und Paprika
- Gemüse für die Brühe: Sellerie, Lauch oder Zwiebel, Karotte
- 3 Lorbeerblätter und 7 Piment

Sauce

- 2 Esslöffel Butter
- 2 Esslöffel Mehl
- 3 Teelöffel Kapern
- Schmand
- Schuss Weißwein (optional)
- Spritzer Zitrone
- Pfeffer und Salz, eine Prise Zucker

Zubereitung

Zubereitung der Hackbällchen

1. Das Brot in Wasser einweichen und ausdrücken.
2. In eine große Rührschüssel das Getahtes, die geschälten und gewürfelten Zwiebeln, das eingeweichte und gezerste Brot geben.
3. Das Ei, die klein geschnittenen Kapern und Petersilie, Salz, Pfeffer und Paprika dazugeben und gut vermischen.
4. 6 bis 8 Fleischbällchen formen.
5. In einem großen Topf ein geschälte und gewürfelte Gemüse für die Brühe mit 1 bis 2 Liter Wasser und Lorbeer & Piment zum Kochen bringen (einige Minuten).
6. Fügen Sie die Fleischbällchen vorsichtig hinzu. Bis zum Ende garen, ca. 12 Minuten. Fleischbällchen entfernen und warm halten.
7. Schützen Sie die Brühe durch ein Sieb und bewahren Sie sie auf.

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**Newcomers
In the
Kitchen**

Rezept

Zubereitung der Sauce

1. Butter in einem Topf schmelzen und das Mehl zu einer Mehlschwitze verarbeiten. Langsam ca. 1 1/2 Tassen der Brühe in die Mehlschwitze rühren und verkümmern, um die Sauce geschmeidig zu halten.
2. Etwas Weißwein in die Mehlschwitze geben.
3. Die Kapern dazugeben und die Sauce mit Zitronensaft, Sahne und Pfeffer, Salz und einer Prise Zucker abschmecken.
4. Hackbällchen in die Sauce geben und servieren.

Das Gericht wird traditionell mit Rote-Beete und Salzkartoffeln oder, seltener, mit Reis serviert.

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5. INTERACTIVE METHODS (TRY THE SENSES – SOCIAL SALAD- NIK GAME)

Besides cooking, interactive games can be offered during the cooking event. It strengthens the team spirit and improves the culinary skills in a playful way. A small selection can be found below:

5.1 TRY THE SENSE

The Taste

Short instruction

Recognition of tastes without being deceived by the eyes. For this purpose, various juices are coloured with food colouring and tasted by the target group in neutral transparent cups.

Background

The aim of the tasting is to establish "false" associations with the target group. For example, red juices suggest berries, green juices woodruff and yellow juices a citrus fruit. In order not to serve this common link, the target group is deliberately misled by the discoloration. The target group should thus learn about the diversity and influence of the visual appearance on taste and, if the desire for a profession with "taste" is felt, should be given.

Implementation

white grape juice + blue food colour = colour result: smurf blue
clear apple juice + red food colour = colour result: red
rhubarb juice + sauce brown = colour result: dark brown (cola-like)

Mix: mix juices with food colouring in a 1 litre bottle (slowly add the food colouring until the desired colouring result is achieved)

Presentation: Presenting juice mixtures in solid bottles and tasting in transparent shooter glasses

Food colouring: additives contained must be marked separately as E-numbers.

Hygiene

Rinse glass bottles well after each use.

Fresh shooter glasses are used per test person

THE SMELL & TASTE

Short instruction

Besides the taste, the smell belongs to one of our 5 senses. The target group is given three to four different herbs, which they have to recognize by smelling and tasting.

Background

In the kitchen, fresh ingredients, especially herbs, are often neglected as seasonings. The test should show the variety of herbs and at the same time animate the target group to cook fresh and colourful.

Implementation

Herb pots: Regional herbs (suitable are basil, oregano, thyme, chives, coriander, mint ...)

Presentation: Herb pots side by side on a table

Procedure: In addition to the visual examination, participants may touch the leaves of the herbs, rub or try the leaves between their fingers.



5.2. THE SOCIAL SALAD

Short instruction

The salad competition is a fun activity in the kitchen useful for team building activities and social interaction. It has been developed and adapted for different ages and a diversity of participants. It can involve a variable number of teams but is perfect for 3/5 teams composed by 4 or 5 people each.

The choice of the salad is due to the flexibility, as this option does not require a lot of cooking and therefore it can be done in places that have kitchens that do not have a lot of equipment and the use of stove is limited.

You can prepare some things before the game and the game is much more interesting if recipes are not from the countries of any of the participants or the groups.

Application

This game is thought to be used as team building, leadership and intercultural dialogue, but with young students and foreigners or immigrants, it could be also used to teach school subjects in a non-formal way:

- Geography (learn the countries of origin of the ingredients or of the recipes)
- History (learn the historical background and the customs and mores of different cultures)
- Green economy (learn the importance of using local produce, or become aware of the carbon footprint of exotic food)
- Healthy lifestyle (learn nutritional qualities of the recipes, chemistry etc)
- Language (use new words, verbs and phrases to interact)

How it works (Rules 4 teams)

1. You will find yourself divided into 4 teams: get ready to work together!
2. You will find 4 folded cards in a basket: appoint a lucky extractor and extract one for each group.
3. Open your card: you will find a clue useful to guess from which country the salad recipe you will have to prepare comes from.
4. At this point you have to choose the 7 key ingredients that make it up plus an ingredient that you can choose to use to complete or improve the dish, taking one ingredient at a time in turn.
5. At the end you will have 15 minutes to exchange ingredients with the other groups. This is a negotiation phase.
6. Now you will have 1 hour to prepare your dish and present it.
7. The final judgment will consist of the number of stars collected.
8. The points are therefore given by correct ingredients; taste and presentation.
9. For each indicator there are five points.
10. If you really can't figure out how to proceed, you can ask the expert a question at the cost of a star.

Notes

- If you use maps as clues, some countries could be very difficult to guess. In this case you can add a clue or reward an extra star to the team able to solve the quiz!
- **Remember:** the game is about team building and cooperation: stimulate teams to collaborate and not only to compete!

Additional Information

The secret recipes

You can use salads with ingredients typical from different places. Here four recipes suitable for a competition of teams coming from central or northern Europe, with recipes from Greece, Lebanon, Peru and Japan but you can use other salads in the NIK recipe catalogue, in appropriate.

Greece	Lebanon	Peru	Japan
1. Olive	1. Parsley	1. Shrimps	1. Rice
2. Feta cheese	2. Tomatoes	2. Mango	2. Surimi
3. Oregano	3. Olive oil	3. Onion	3. Carrots
4. Cucumbers	4. Lemon	4. Chili pepper	4. Black seeds
5. Tomatoes	5. Onion	5. Tomatoes	5. Soy sauce
6. Red onions	6. Bolgur	6. Pepper	6. Chives
7. Olive oil	7. Mint leaves	7. Lime	7. Seaweed

And the Winner is...

If you want to create a real cooking competition (young people will love it) you need a system for tracking points. You can use the following, minimum 0 stars, maximum 5 for each indicator:

	Is it good?	Does it look nice?	Is it made correctly?
Team Greece			
Team Lebanon			
Team Peru			
Team Japan			

5.3. THE ONLINE FOOD GAME (NIK-Game)

Description:

This game was created to support these culinary activities and share some knowledge about the different kinds of foods in European, Middle Eastern and North African countries.

When you open the game, you'll see the logo from the designer, followed by the European flag and the logo of the project – NIK.

The starting page from each country will give some background information (capital, population and the place in the world).

The idea of the game is to collect ingredients for a meal from specific countries (Netherlands; Germany; Suomi Finland, Denmark, Italia, Morocco and Syria) and to bring it to a cook. The ingredients will be described as little pictures. The game two level. Please start the game!

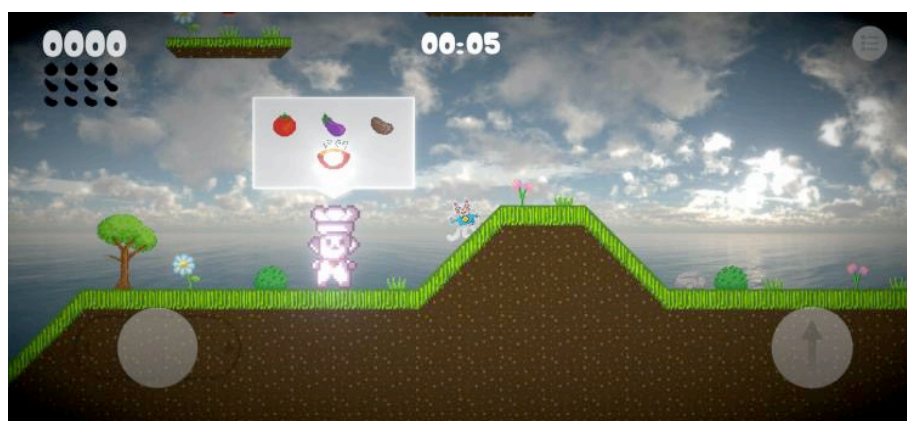
Download:

- For IOS (Apple) go to App store and select "NIK game" with a logo – a cook and letters NIK
- For Android go the Play Store and select "nikgame" with the NIK-logo

Application

The NIK-game has a dual function: It serves as a teaser and as a method of “social interference”

As a teaser it helps to make especially young people curious about cooking as an activity. The fun and easy way it presents the gathering and mixture of different ingredients works as an incentive to transfer this curiosity to the “real world”. Also, cooking is an excellent activity to dismiss language barriers and still have an enjoyable time.



As a method of “social interference” it is a possibility to bridge a gap during the process – i.e. preparation of your recipe is done, and now everybody waits for the cooking process to be finished. Also it is a fun and easy way to “break the ice” at the beginning of a cooking event. Playing together or watching others play greatly facilitates getting to know each other.

The NIK-game can also be used as a link between the students who have taken part in the event and now serve as 'mentors' to younger students. The games' ingredients can be looked up in the internet: What kind of recipe could we possibly prepare with this? What does this tell us about the food-culture of other countries? How can we plan a cooking event together?

For more information:

Website: <https://newcomerskitchen.eu>



6. HOW TO PROMOTE THE EVENT

Although many of the tips and tricks to promote it, are the same, the way you put them into action will be a little bit more tailored. Take your time to look at tips and ideas to promote your cooking event.



5 quick tips

1. Get visual (use Posters and flyers)
2. use social media (every student checking Instagram, Facebook, Snapchat the whole day)
3. Take over some of your school's media (use your local school news to make an announcement)
4. Create videos
5. Go offline (besides social media, poster and the direct contact to the target group have their right to exist)

6.1 PHOTOS

Good quality, high-resolution photographs of interesting and colourful activity can make all the difference to securing print or online press coverage. Make sure that you've got someone assigned to take pictures at any publicity-worthy events so you can send them to the local press (if they are not able to send their own photographer along). Brief your photographer to get interesting shots of activity, not just a line-up of people in suits! Make sure that you have the relevant parental consent for under 18's and permission from everyone involved to use their photographs and quotes for the media. If the press uses your image, they may also need a caption from you, saying who is pictured. See also NIK document "Publications"

6.2. SHORT VIDEOS

Video should be developed for 30 –90 seconds. They should focus on a goal, with short clear question and short answers; understandable, especially for social media.

6.3. DECLARATION OF CONSENT TO DATA PROTECTION

The most important information on the declaration of consent under data

- If storage, use and processing of personal data are not permitted or required by law, this is only permitted with the consent of the person concerned.
- The declaration of consent must in principle be clearly recognizable as such and must state the rights of the data subject to deletion, information and objection in addition to the reference to the respective purpose of use.
- If the consent of the data subject is not given in such a case and the data is nevertheless collected inadmissibly, this is a data protection violation.

For a detailed description of promotion measures please refer to the description in the guidelines of publication (<https://newcomerskitchen.eu/wp-content/uploads/2019/01/io-01-publications-version-1-0-1.pdf>)

Annex 1: Examples from NIK Partners

Annex 1a German example

Preparation

In a first meeting between the teachers of VET-school and the NIK-staff the idea and structure of the cooking event is compiled. Students from two different classes will cook together: Pupils from a “Willkommensklasse” (Welcome class) work out recipes (see the structure in point 3) from their countries of origin together with the Nik-staff (Day 1). Those recipes are handed over to a class of cook-apprentices. These will make suggestions to adapt the recipes according to the standards of gourmet cuisine (Day 2). The joint cooking event will see both classes working together to prepare those adapted recipes (Day 3).

Start of the cooking session

The morning of the cooking event both classes, their teachers and the NIK-staff meet at the VET-school. The cooking teams are arranged. The students from the Welcome class explain the origin of their original recipes, and/or specific occasions, when these are prepared. The apprentices share their idea of the adaptation. Together these ideas are refined. A sketch of the desired outcome/serving suggestion is drawn.



Start of the cooking session

The groups are divided into groups, recipes are distributed among the groups and the shopping cart is provided. Mise-en-place of the required ingredients and preparation of the working-places. The groups start cooking.



Interactives tool

Meanwhile the groups do “Try the senses” and the “NIK Game”

Joint lunch



Activities

Target audience: Young people between 12 and 16 years old.

1. Cooking event

During the cooking event, a 3-course meal will be made and tested and three different workshops will be made. Performance and cooking together with the "Language class" will be on 1 April 2019. It includes an evening programme till 8 p.m.).

Examples for a workshop are: hygiene in the kitchen, a workshop healthy food, a workshop herbs and spices tasting.

Recipes which have been made available for the project have to be tested.

Implementation and results

Implementation

The intention is that you as a class become the intellectual owner of these events. You will organize everything from start to finish. This requires a lot of cooperation. You arrange what needs to happen and who will do that. Sub groups will be made. The groups must work together in an optimal way to achieve a good end result.

Working together is an important part of this project. Because, if you do not make proper agreements and / or do not comply with them, then things will go wrong. You have worked together already before during practical lessons or projects such as "CCFood2" and "Pizza Project", so you already know a little bit what can go wrong in cooperation. To refresh your memory a bit, there are a few important points explained in the chapter on social skills.

In addition, you must also tell the class every week the appointments and activities made, at the end of the day. Of course, you save the parts that you have done in the ELO project environment. (ELO stands for Electronic Learning Environment) These documents ensure that there is progress in your project and that you will reach the finish line. In order to work well together, lessons are also given in, for example, "meeting technology" and "effective communication".

Two guest lessons are organized on "cooking for large groups" and "serving for large groups" and there are theory lessons on meetings, communication, budgeting and planning. All these steps are used to assess the project.

Results

At the end of the period the following ac must be delivered:

- Test the game (as soon as a test version is available),
- Test the recipes (for the 3-course dinner and for the game),
- Complete recipe cards for all recipes in Dutch and in English,
- Organization and implementation of cooking event with language class members,
- Making a film about the cooking event that is shown at the multiplier event,
- A program + scenario and announcement / invitation for the multiplier event,
- Documents about: meetings, cooperation, management, budgeting and planning,
- PR about the cooking event in the (local) media.

Assessment

You will be assessed on the following points:

- Attendance 100%
- Commitment and posture
- The quality of the products supplied

What is expected of you?

- You, as class, organize the cooking event and the multiplier event,
- You are responsible for the division of tasks and the group division,
- You organize meetings (agenda, minutes, roles of chairman, participant),
- Collaborate, provide feedback,
- Think up activities for the cooking event,
- Financial accountability: Calculate cost price (of the recipes and of the event, order list and offers) within a budget,
- Plans (over a long period and per day, across multiple departments),
- Networking, promotion, presenting yourself,
- Create a scenario,
- You are able to work together,
- You are 100% present, if you are absent, you will not pass the project,
- You keep a meeting file,
- You learn how to hold meetings during this project. You place the meeting documents (agenda, minutes, etc.) in the ELO,
- Every day you tell the class what you have done and what you will do next week.

What do you get from the teachers?

- 3 hours of theory lessons on different topics every week,
- Meeting technology,
- Financial management,
- Inter-department plans,
- Cooking guest lessons for large groups / serving / table layout / hospitality,
- Guidance in practical lesson,
- The menu to be cooked for the three-course dinner,
- The recipes for the game,
- Three afternoons of practical lessons to prepare a cooking event,
- A budget of a maximum of € 2,150
- Ingredients preparation and implementation of the cooking event € 1,500.00,
- Cooking event € 250.00,
- Crockery etc. cooking event € 200.00,
- P.R. / film cooking event € 200.00

What you **do not** get from the teachers

A group layout and a division of tasks

General information (related to Dutch situation)

Figures and letters refer to the Dutch competency based educational system.

Module	Return day internship P3 grade 2	
Type of learning activity	Practical lessons and theory lessons	
Contribution to core tasks	Taking care of food	Prepares product preparation Prepares product Monitors planning and supervises Guides employees
Contribution to competence	E Collaborate and consult S Deliver quality Q Planning and organizing K Apply professional expertise L Use materials and resources	
Contribution to work processes	P1-K1 Prepare food P2-K1 Control the preparation process P3-K1 Optimize preparation process P3-K1 participates in projects	
Criteria for participation	Different documents must be submitted in advance for each lesson, see diagram.	
Results or product to be delivered	Test of the game and the recipes Nice recipe cards in Dutch and English Organization and implementation of cooking event with language class members A film about the cooking event that is shown at the multiplier event A program + scenario and announcement / invitation for the multiplier event Documents about: meetings, cooperation, management, budgeting and planning in the ELO. 100% presence	
Responsible teacher for content	xx	
Department / Location	MBO Clusius location Alkmaar	
Maximum number of participants	20-36 participants	
Location	Food hall and theory classroom	
Number of meetings - contact hours	8 lesson weeks on Monday	
Sources	Website: https://newcomerskitchen.eu/ ELO MBO	
Rating	Attendance 100% Commitment and posture The quality of the products supplied	
Date	February 2019	

Recipes for cooking event Newcomers in the kitchen

Starter

Tomato Soup; <https://www.allesoveritaliaanseten.nl/recepten/italiaanse-tomatensoep/>
Caprese tartelette
+ homemade bruschetta
+ homemade pesto <https://uitpaulineskeuken.nl/2013/10/pesto-maken.html>

Main

Spring spinach stew/ tomato / feta spring roll
<https://www.jumbo.com/voorjaarsstampot-met-spinazie,-tomaat-en-schnitzel/502368/>
Kefta tagine, grilled vegetables, couscous salad

Dessert

Cinnamon ice cream <https://www.bakkenderwijs.nl/recepten/ijs/kaneelijs-recept/>
+ tarte tatin <https://www.frankrijk.nl/2018/11/recept-tarte-tatin-zelf-maken/>

Tested recipes from the NIK project

- Grilled vegetable pie with halloumi cheese
- Caprese tartelette
- Roasted parsnip and sweet potato with caper vinaigrette
- Kefta tagine
- Hangop (yoghurt) with grilled orange
- Warm bananas with chocolate
- Chicken Byriani
- Zaeti
- Crema di Merluzzo
- Chicken karahi
- Squids with polenta
- Peperonata (bell peppers stew)

Learning outcomes	See IO-02 Manual Learning Framework, page 21 for a complete list of learning outcomes. Select the relevant ones for the recipe and divide them in: <ul style="list-style-type: none">○ Attitude○ Skills○ Knowledge
Cultural background	Explain some of the characteristics: the region/country it comes from, some pictures related to the country or region, is the meal for some special occasion or season?
Culinary information	List the ingredients, materials needed
Preparation method	Describe the preparation method as a '1 point lecture'
Other aspects	Describe other aspects like hygiene, safety, sustainability, storage advice etc.

Appendix: Presentation 8 April 2019.

Students got the following instruction:

As part of the group presentation, every student has to contribute. In 5-10 minutes, he answers the following questions:

- What you have done
- How you dealt with it
- What the medium-term planning was and how it was followed
- What the budget was and the actual costs
- What the result is
- Reflection: what went well, what could be improved, feedback to the teachers
- What did you like best about the event?

All presentations will be saved in the ELO.

Annex 1c Italian example

Before	Preparation of the cooking session
<p>UP TO THREE MONTHS BEFORE THE EVENT: Organize a coordination meeting to present the game and to task different organizations with specific activities to carry out Decide the date and prepare a draft program with save the date Decide the venue and logistics details Prepare an info note and registration form (with consent to photos and video) for the different organization in your network:</p> <ul style="list-style-type: none"> - Schools (students and teachers) - Migrants' associations - Local authorities - NGOs - ... <p>ONE MONTH BEFORE THE EVENT Disseminate the final agenda Control the venue</p> <p>TWO-ONE WEEK BEFORE THE EVENT Prepare a press release or information for the local media Organize a brief with involved organizations to monitor progress, participants If relevant, prepare gadgets and make sure you have all required kitchen equipment Prepare satisfaction questionnaire and evaluation (could be self. assessment or with teachers define evaluation of learning outcome tool)</p> <p>THE DAY BEFORE THE EVENT Go shop for groceries and ingredients Location final check and logistics, make sure you have post-signs Make sure you have tasked someone with photo shoots and video</p>	
During	Coordinating of the cooking session
<p>WELCOME SESSION Prepare a registration and attendance sheet for participants Be prepared for media with information or press corner/kit</p> <p>DURING THE GAME Ensure the safety and security of participants Observe behaviour and be ready to help Make sure you handle unexpected dynamics</p>	
After	Feedback of the cooking session
<p>Administrate satisfaction questionnaire of focus group Debrief with organization team Write an article or press release post-event Send thank-you-note to participants Elaborate questionnaires Distribute photos and video's Write report</p>	

Annex 2 Useful documents

Annex 2a Invitation for a cooking event



Annex 2b Participant list

Name of the organisation

FINAL PARTICIPANT LIST



Logo of the
organisation

Event

Date

Location

Organised by

Organisation	First Name	Last Name	Position	Country	Signature

Annex 2c Format for permission to publish a picture

Declaration of consent for the publication of photo/video recordings



Hereby I declare,

Full Name
Address
City
Postal Code
Phone
Email

Hereby I confirm my agreement that the photos taken during the event, carried out by (name of the organization), may be published in the listed areas and saved for this purpose. The photos serve exclusively the purpose of public relations and documentation of the (name of the organization).

Place, Date, Signature

I am aware that photos can be accessed on the Internet by anyone. Despite all technical precautions, it cannot be ruled out that such persons may use the photos or pass them on to other persons. This declaration of consent is voluntary and can be revoked by the (name of the organization) at any time with effect for the future. The (name of the organization) grants you information about the personal data stored by you at any time. If the recordings are available on the Internet, they will be removed as far as this is possible for the (name of the organization).

Annex 2d Template for recipes



Name of the meal	
Type of recipe	<input type="radio"/> Starter
	<input type="radio"/> Side dish
	<input type="radio"/> Main course
	<input type="radio"/> Dessert
Region	<input type="radio"/> Middle East
	<input type="radio"/> North Africa
	<input type="radio"/> Europe
Learning Outcomes	
Knowledge	
Cultural background	
Culinary information	
Ingredient	
Other aspects	
Picture	

Annex 2e Feedback

Name of the organisation

FEEDBACK OF THE COOKING EVENT



Logo of the
organisation

Event
Date
Location
Organised by

Please help us to improve the quality of the workshops by answering the following questions.

a) Quality of the cooking event

	yes	no
Was the preparation sufficient?		
Was the duration of the event long enough?		
Was the instruction clear?		
Were all ingredients/equipment available?		

b) Cooperation during the cooking

	yes	No
Did you cook together?		
Was there a language problem?		
Did you have fun during the cooking?		
Did you learn from each other?		

c) After cooking

	yes	No
Would you like to cook together again?		
Did you create further contacts?		
Do you accept each other more?		
Do you respect each other more?		

Do you have any suggestions for improvement?