

COOKING WITH

HARMONY DAY 2022

PRESENTED BY
THE HISTORY TRUST OF SOUTH AUSTRALIA



Government
of South Australia

Giving the past a future — now!

GLOSSARY

THIS DOCUMENT CONTAINS:

- Cookbook cover page
- Glossary
- Lesson plan
- Curriculum map
- *Connection Between Food and Culture* worksheet
- *Our Class Culture* worksheet
- Recipe card with free space for illustration
- Recipe card with scaffolded illustration space
- Recipe card without recipe instructions
- *Our Chefs* acknowledgement page
- Closing page

TO CREATE A TAKE-HOME COOKBOOK WE RECOMMEND USING:

- Cookbook cover page
- *Connection between Food and Culture* worksheet
- *Our Class Culture* worksheet
- 1x recipe card per student
- *Our Chefs* acknowledgement page



LESSON PLAN

In this lesson, classes explore the connection between food and culture. Students will reflect on what it means to be culturally diverse, work through bespoke resources and tasks, and work together to create their own take-home cookbook that represents the unique cultural diversity of their class.

LEARNING OBJECTIVE:

To explore the connection between culture and food.

SUCCESS CRITERIA:

I can understand and discuss the connection between food and culture.

I can present a recipe from my culture to share with the class.

PRE-PLANNING	Ask students to bring in a recipe for a culturally significant food that they often eat at home. If students forget allow them time to research their recipe.
INTRODUCTION	Begin the lesson by introducing the Learning Objective and Success Criteria. Discuss what cultural diversity is and reflect on the importance of Harmony Day. Ask students about their cultural background and work together/individually to create the <i>Our Class Culture</i> pie chart. This pie chart will form part of the introduction to the cookbook.
CULTURAL LEARNING	Begin by asking students to watch one (or more) of the cooking videos from the History Trust of South Australia's <i>Harmony Day Food and Culture</i> playlist (https://youtube.com/playlist?list=PLyl9p3OmWbsdL-3uzCJ_3EMKlelQxZ5X7). We suggest older classes break into small groups and younger classes work as a class. Students should consider what each recipes tell us about the particular culture and why food is important to each of the chefs. Next, students can work through the <i>The Connection Between Food and Culture</i> worksheet. Younger students could complete this as a group with the teacher recording answers for the whole class. This sheet forms part of the cookbook.
RECIPE WRITING	Students will now write and decorate their own recipe card. Older classes can choose from the two written recipe card formats and younger students might prefer to complete the illustrated version of the card. Once the recipe is written, decorated and illustrated it is ready to go into the class cookbook.
CONCLUSION	Come together as a class to submit recipe cards, worksheets and pie charts for scanning/photocopying and discuss what was learned.
FINAL STEPS	We recommend creating an e-book version of the cookbook by scanning students' work and supporting them to collate the recipes into a PDF using a program such as Canva or Word. For younger classes, the teacher could scan and create the cookbook for the students.

CURRICULUM MAPPING

YEAR	CONTENT DESCRIPTOR
1	<p>English – Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</p> <p>HASS – Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)</p>
2	<p>English – Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</p> <p>HASS – The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)</p>
3	<p>English – Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</p> <p>HASS – How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p>
4	<p>English – Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p> <p>HASS – The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>
5	<p>English – Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p> <p>HASS – The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</p>
6	<p>English – Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p> <p>HASS – The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</p> <p>Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)</p>
7	<p>English – Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p> <p>HASS – How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)</p>

THE CONNECTION BETWEEN FOOD AND CULTURE

NAME: _____

WHAT IS THE CONNECTION BETWEEN FOOD AND CULTURE?

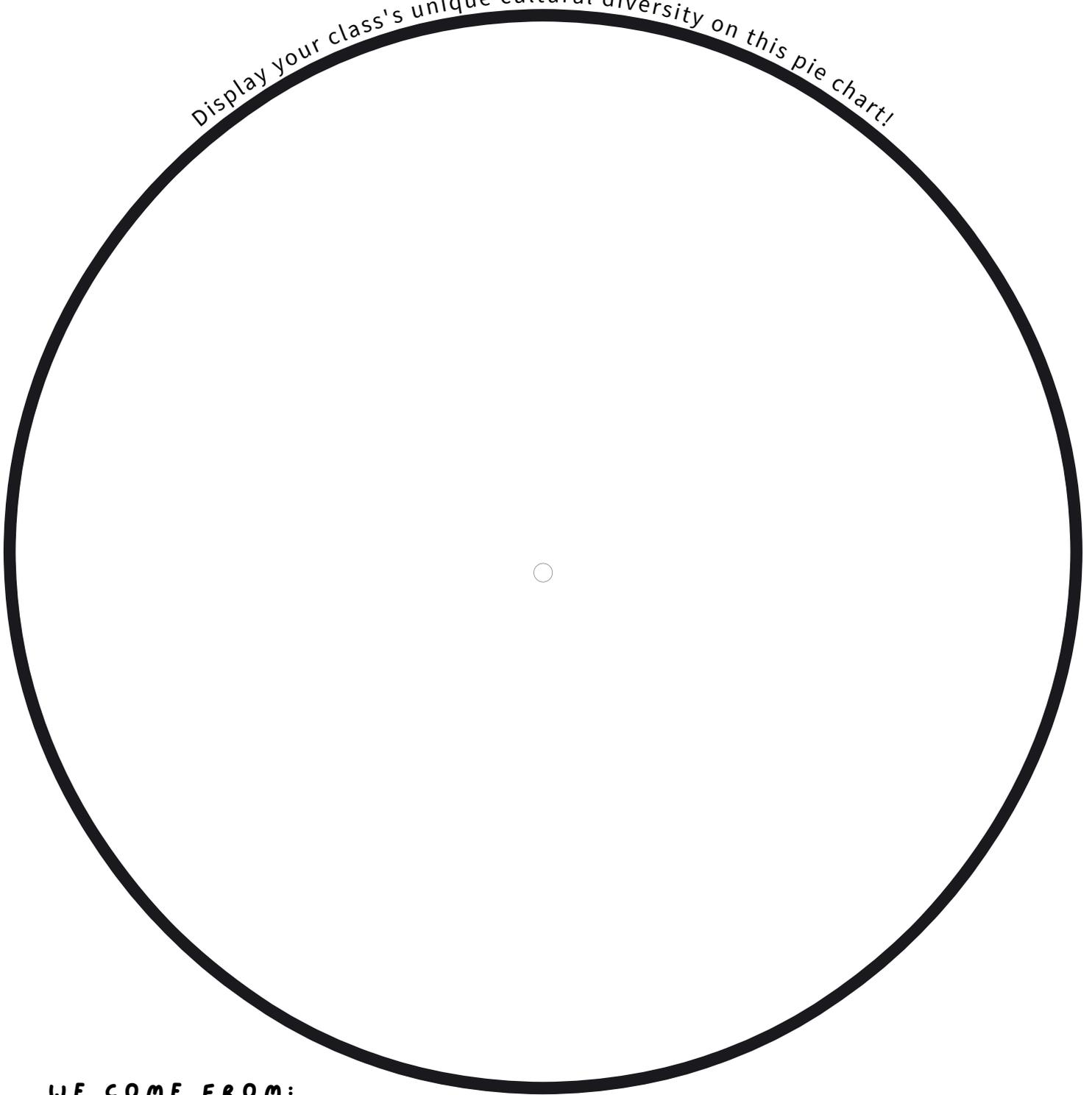
HOW ARE CULTURAL RECIPES PASSED ON?

WHY IS THE TRADITION OF COOKING SO IMPORTANT?

WHAT DOES FOOD MEAN TO YOU OR TO YOUR CULTURE?

OUR CLASS CULTURE

Display your class's unique cultural diversity on this pie chart!

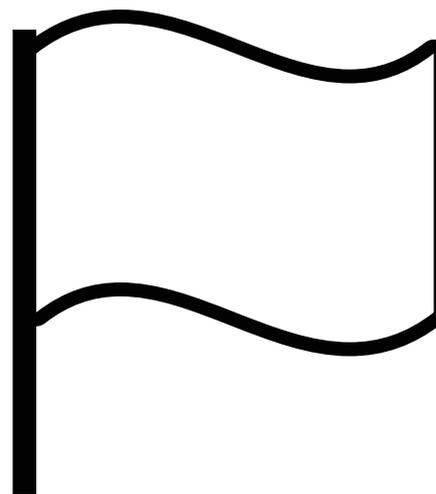


WE COME FROM:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RECIPE FOR:

FROM THE KITCHEN OF:



PREP TIME

TOTAL TIME

INGREDIENTS

DIRECTIONS

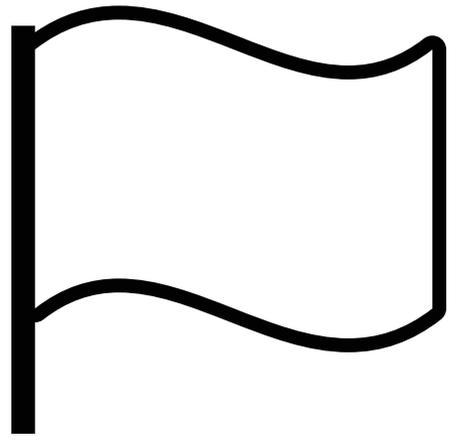
ILLUSTRATE YOUR RECIPE:

EATING UTENSILS:



OTHER

FROM THE KITCHEN OF:



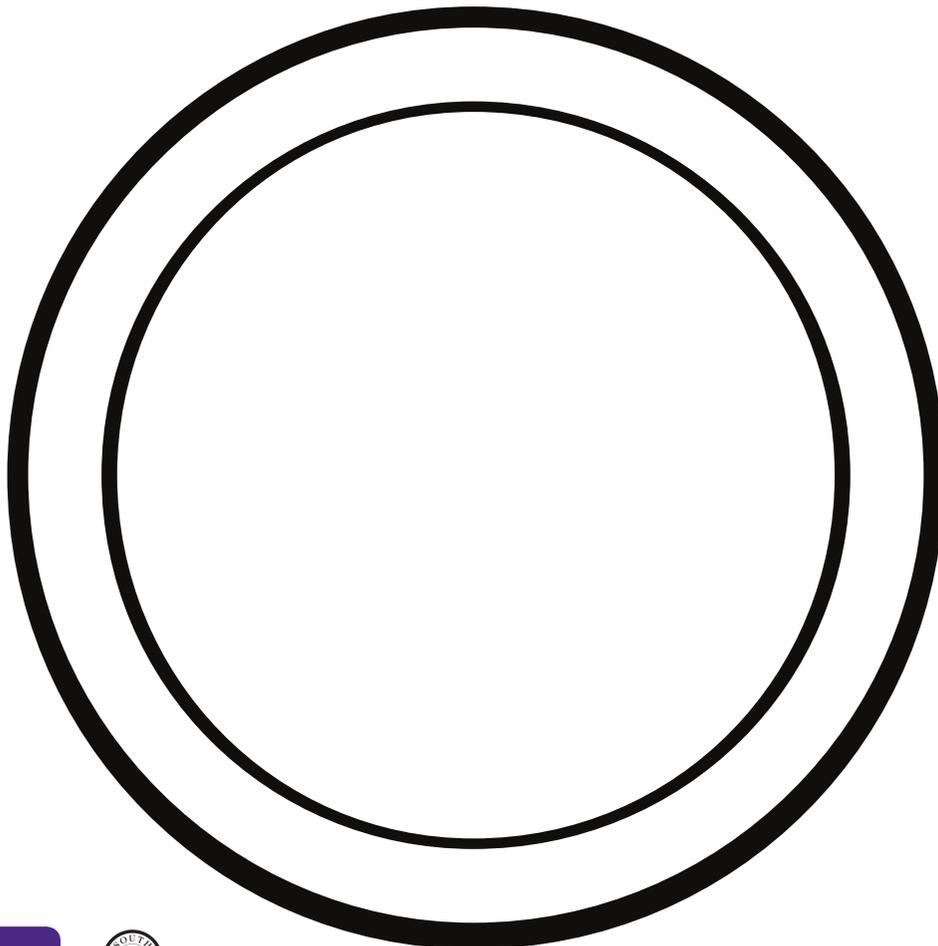
EATING UTENSILS:



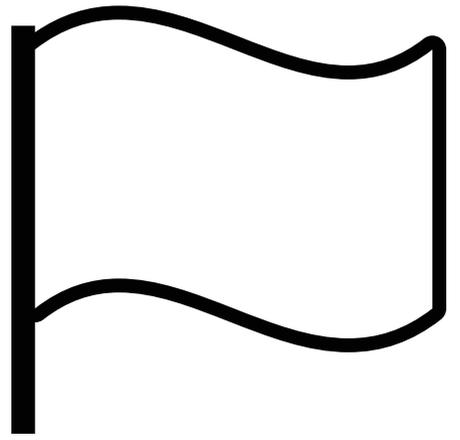
OTHER

ILLUSTRATE YOUR INGREDIENTS:

ILLUSTRATE YOUR FOOD:



FROM THE KITCHEN OF:

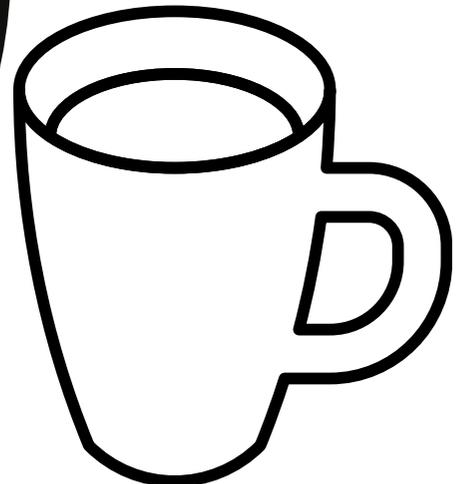
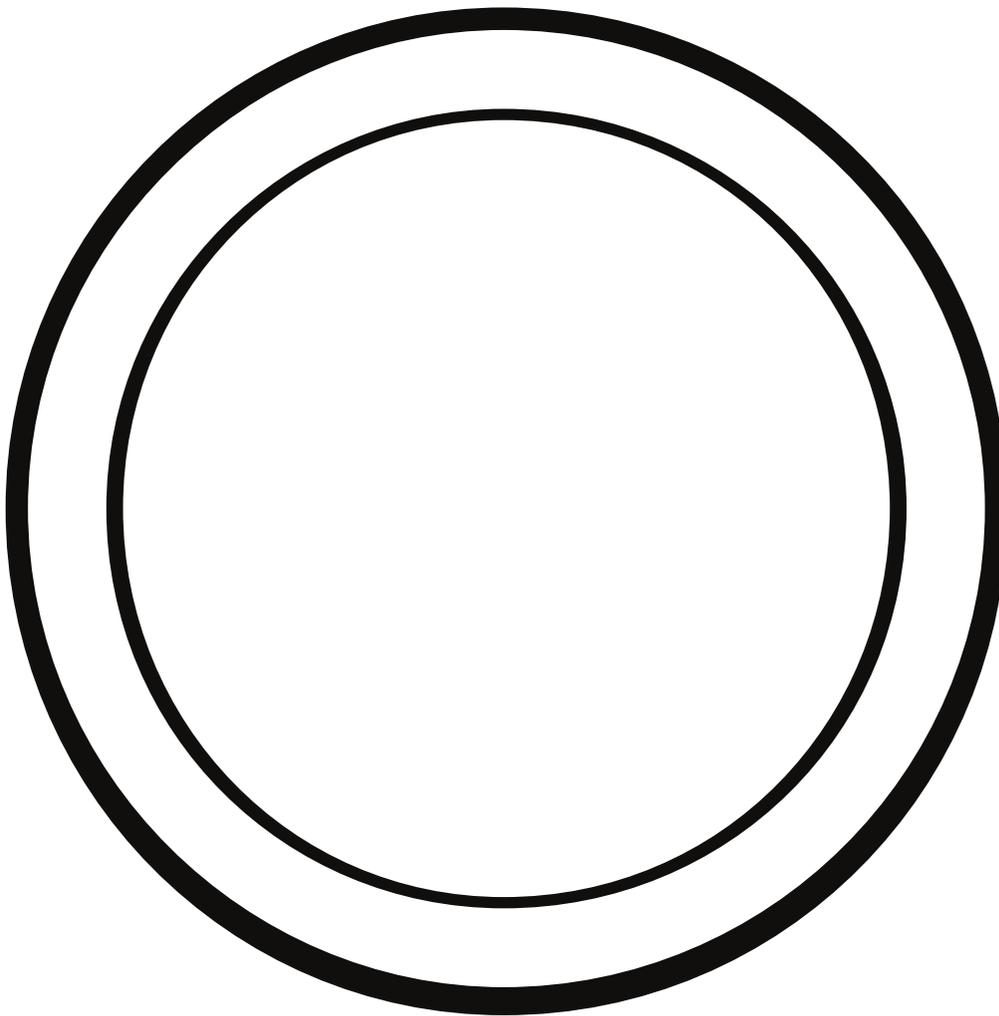


EATING UTENSILS:



OTHER

ILLUSTRATE YOUR FOOD:



ABOUT THE HISTORY TRUST OF SOUTH AUSTRALIA

The History Trust of South Australia operates three museums - the Migration Museum, the National Motor Museum and the South Australian Maritime Museum, along with the Centre of Democracy managed in collaboration with the State Library of South Australia. The History Trust's role is to encourage current and future generations of South Australians to discover this state's rich, relevant and fascinating past through its public programs and museums. Travelling Exhibitions provide an opportunity for some of the History Trust's collection, which is not currently housed in one of those locations, to be viewed by the public.

The History Trust of South Australia developed this education resource using the expertise, collections and resources of the History Trust of South Australia, its museums and partners. Our learning programs bring to life the stories, objects, and people that make up South Australia's rich and vibrant history.

The History Trust of South Australia Education creates and runs engaging, curriculum aligned educational experiences for F-12 students that occur onsite and online. We are always building our resource bank so check in regularly to see what is new.

For more information go to:

Website – <https://history.sa.gov.au/>

YouTube – <https://www.youtube.com/c/EducationatHistoryTrustofSouthAustralia>

Facebook – <https://www.facebook.com/HistorySA/>

Instagram – <https://www.instagram.com/historysa/>