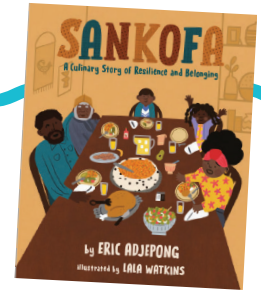




# Cooking Connects Cultures

## Teacher's Guide

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This guide helps teachers **PREPARE** for the daily theme in Crayola Creativity Week *Cooking Connects Cultures* and the two related Thinking Sheets: *Similar and Unique* and *Symbols Speak*.

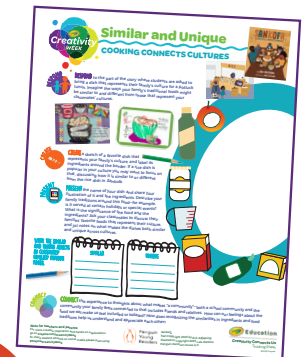
Eric Adjepong is a chef, television personality, and author of the book *Sankofa*. In his *Daily Feature* video he talks about how food can help us connect with others and the importance of feeling a sense of belonging. He demonstrates two art activities that will inspire students to connect with their families' favorite traditional foods and symbols that communicate important life lessons.

#### LEARNING OBJECTIVES—Students will:

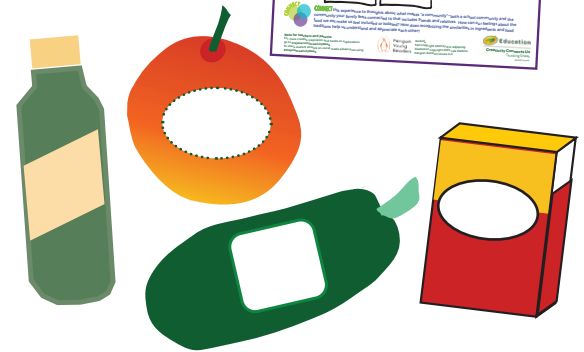
- explore the feelings of anxiety, belonging, and resilience,
- find connections between food, history, culture, and the stories that ingredients tell,
- reflect on a favorite family food and the story it tells about traditions or culture,
- draw ingredients used in a favorite dish or a food that is common amongst many cultures,
- learn about and draw the sankofa bird symbol and the lessons this image and others have taught many generations, and
- realize how food is a celebration of who we are and where we come from.



Using the *Similar and Unique* Thinking Sheet have students **RESPOND** to the concept that sharing favorite foods might make us feel uncomfortable or help us connect with others and feel a sense of belonging. Encourage students to think of some of their families' favorite foods that represent their culture. Have a class discussion about characteristics of the foods—perhaps ingredients they have in common such as rice, bananas, or spices or types of food, like bread or sweets that are traditionally served on special occasions.



Students will **CREATE** a sketch of a traditional dish that represents their family's culture or a dish that is made with an ingredient that was discussed when the class explored commonalities. Extend the learning experience to include geography, climate, and math by having students look at labels for country of origin on various spices and ingredients. Have them identify where the olive oil, cinnamon, peppercorns, etc. come from, then map out or measure possible travel routes, exploring the distance the ingredients may have traveled to get to a local store or their kitchens.



Students will **PRESENT** their art and share insights about their family traditions around this special food. Encourage them to identify similarities and notice what makes some dishes unique.



Help students **CONNECT** the factual presentations with taste preferences which are more subjective and influenced by experiences. Who enjoys peppery hot spicy flavors like chili peppers and who prefers calmer warm flavors like cinnamon? Who enjoys both? Also connect the book's message of how food evokes feelings that can range from embarrassed to proud and from isolated to belonging. How does discussing family food traditions help students understand and value their personal heritage and those of their classmates?



**Penguin Young Readers**

*Sankofa*  
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Using the *Symbols Speak* Thinking Sheet, have students **RESPOND** to a class discussion about how visual symbols can convey messages that are understood by others. In addition to the sankofa bird, what other visual symbols do children recognize and understand (traffic signs, heart, thumbs up, dove, wheelchair, tree, butterfly, restroom, etc.)? Have a class discussion about how a visual symbol has the power to “speak” without using written or spoken words.



Students will **CREATE** sketches of symbols including some that represent their culture or are particularly meaningful to their family. Encourage students to explore new symbols that they weren't familiar with and to look for visual patterns in simple designs that carry a consistent message.



Students will **PRESENT** their visual symbols and describe their meaning to the class. Encourage students to use some of the less familiar symbols and gather classmates' thoughts about what messages the visuals could convey before revealing the meaning that they researched or discovered.



SYMBOL

NAME THE SYMBOL AND DESCRIBE ITS MESSAGE.

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**CONNECT** the symbols students explored to messages like how the sankofa bird represents honoring lessons from the past to guide the future. Beyond labeling an area or warning people, what other ways do symbols communicate? How can rich lessons be drawn from some of the visual symbols explored?



Extend this creative experience by asking students to design new visual symbols that could teach a lesson, inform people who visit your school, or communicate behaviors that help a community (including courtesy or safety guidance). Determine how well these new symbols are understood by other students in your building. Ask students to reflect on the complexity of creating a simple symbol that can speak volumes.

### Note for teachers and parents:

For more creative inspiration and hands-on explorations go to [Crayola.com/CreativityWeek](https://Crayola.com/CreativityWeek)  
To share student artwork on social media please post using [#CrayolaCreativityWeek](https://CrayolaCreativityWeek)  
We can't wait to see what they create.



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