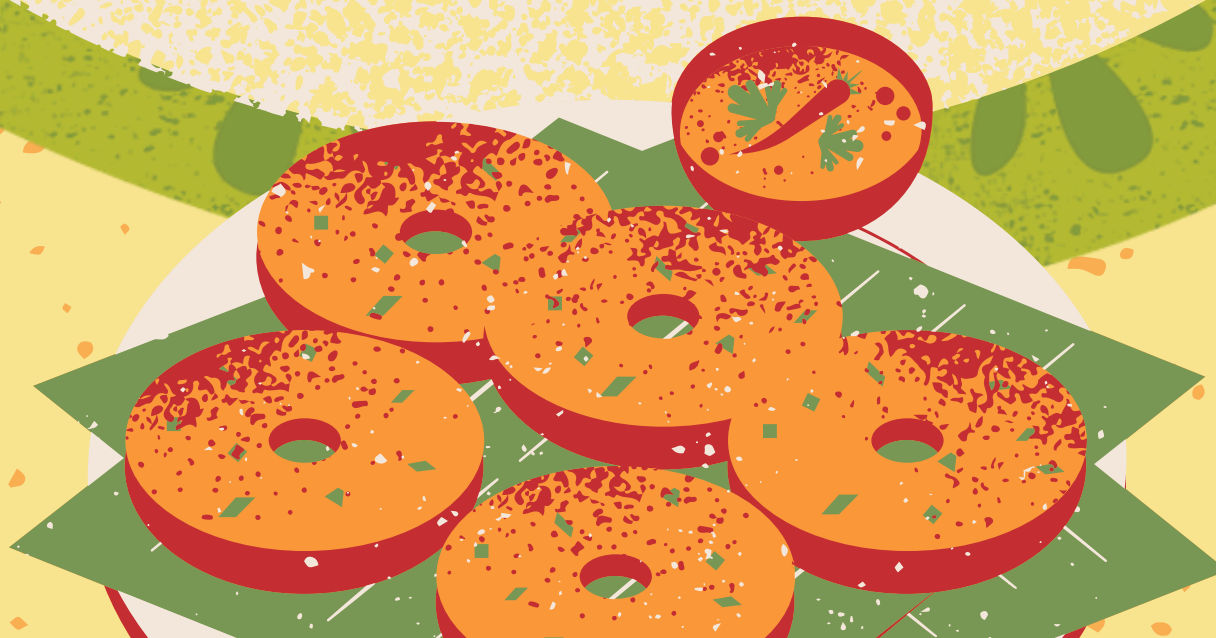


ACTIVITY 9

GLOBAL PLATES, PRESERVED TRADITIONS

A CULINARY CONSERVATION
JOURNEY ACROSS INDIA,
GERMANY, MOROCCO



ACTION PLAN

A brief and clear description of the activity that will help in attaining the projected learning outcomes:

(Include SDG Goals and 21st Century Skills)

Collaborative Activity Title:

Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco

Brief Description:

Students from India and Morocco will collaboratively explore and document traditional food preservation techniques from four countries—India, Morocco, and Germany. Each group will research the practices of one country, engage in intercultural exchange, and co-create a digital food preservation guidebook. This activity aims to enhance global awareness, celebrate culinary diversity, and promote sustainable practices.

Preparatory Phase:

- Students will be divided into international teams, with each team assigned one country (India, Morocco, or Germany).
- Students will be researching the traditional food preservation methods used in their assigned country.
- Students will be interacting with community members or family elders to gather traditional knowledge and record interviews (where possible).
- Students will be collecting photos, sketches, and video clips of food preservation techniques.
- Students will be compiling their findings into a scrapbook for presentation.

Presentation Phase:

- Students will be participating in a virtual cultural exchange session with their peers from Morocco.
- Students will be presenting their country-specific research and visual documentation.
- Students will be collaborating to compile all group presentations into a single digital guidebook or video journal on food preservation techniques.
- Students will be sharing the final product with the wider school community, possibly through a school website, newsletter, or community event.
- **SDG Goals Addressed:**
 1. SDG 2 – Zero Hunger



2. SDG 12 – Responsible Consumption and Production
3. SDG 13 – Climate Action
4. SDG 17 – Partnerships for the Goals

• **21st Century Skills Developed:**

1. Critical Thinking
2. Communication
3. Collaboration
4. Creativity
5. Digital Literacy
6. Global Awareness



CIRCULAR



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Ref. No. SIS/ACA/CIR-17/2025-26

2nd FEBRUARY 2026

Global Plates, Preserved Traditions – A Culinary Conservation Journey

Dear Parents,

Greetings!

We are pleased to inform you that as part of our school's initiative under the RIDS (Recognition of International Dimension in Schools) programme by the British Council, we are organizing an engaging collaborative activity titled "Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, and Morocco."

This activity will enable students to explore traditional food preservation techniques practiced across different countries. Through interactive sessions, presentations, and demonstrations, students will gain an understanding of how cultures preserve food while ensuring sustainability and reducing food waste.

IMPORTANT DETAILS:

Countries Involved: India, Germany & Morocco

Partner Country: Morocco

Grades: VI to VIII

Activity Duration: 6th February 2026

Objectives of the Activity:

- To develop awareness about traditional food preservation techniques.
- To promote understanding of global cultures and culinary heritage.
- To encourage sustainable practices and reduce food wastage.
- To enhance research, presentation, and communication skills.
- To foster intercultural learning and collaboration.

Flow of the Activity:

1. Introduction to food preservation practices in India, Germany, and Morocco.
2. Research and group discussions on traditional methods.
3. Classroom presentations and interactive sessions.
4. Demonstration of preservation techniques such as pickling, fermentation, and drying.
5. Exchange of ideas with partner school (Morocco).

Request to Parents:

We request you to share a short feedback message with the class teacher on how your child enjoyed the activity.

Thank you for your cooperation.

Ms Tripti Srivastava
RIDS Coordinator

Ms Shakti Dassi Tickoo
Principal

BRIEFING OF THE ACTIVITY



Students were briefed on the 'Global Plates, Preserved Traditions' activity - a culinary conservation journey where they explore traditional food preservation techniques from India, Germany, and Morocco to promote sustainability and reduce food waste.

PARENT CONSENT FORMS



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: AVYAAN

Class: VII

Parent / Guardian Details

Name: DM PRAKASH

Relationship to Participant: FATHER

Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: Teesha

Class: 6

Parent / Guardian Details

Name: Poojanka

Relationship to Participant: Mother

Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: Banarth

Class: 8 PG

Parent / Guardian Details

Name: Sanjay

Relationship to Participant: Father

Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: Kanya

Class: 7

Parent / Guardian Details

Name: Maya

Relationship to Participant: Mother

Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: Apek Malik

Class: 6

Parent / Guardian Details

Name: Priya

Relationship to Participant: Mother

Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Consent Form for "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Date of Activity: 6/2/26

Participant Details

Name of Student / Participant: Rajni

Class: 6

Parent / Guardian Details

Name: Shreya

Relationship to Participant: Mother

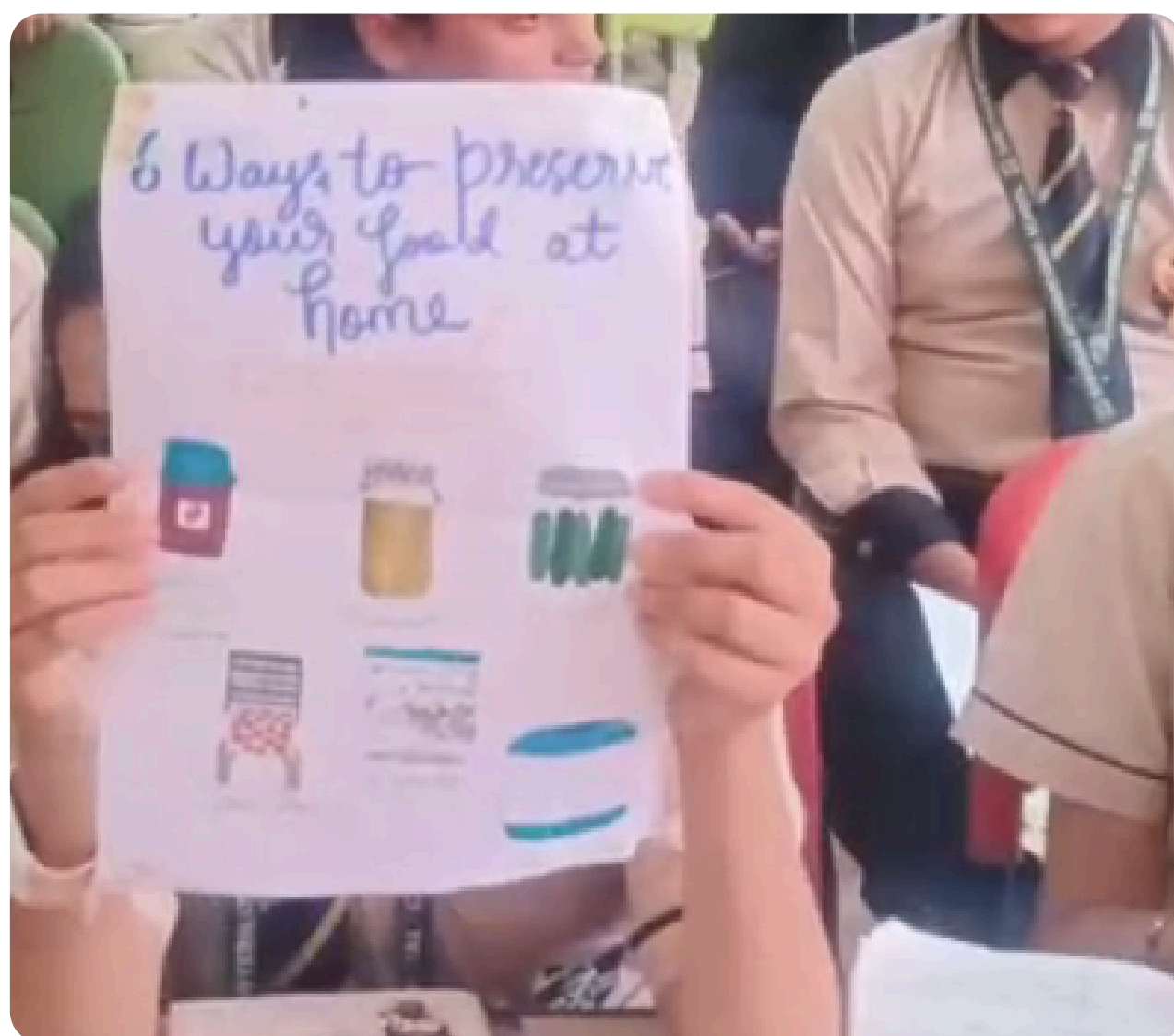
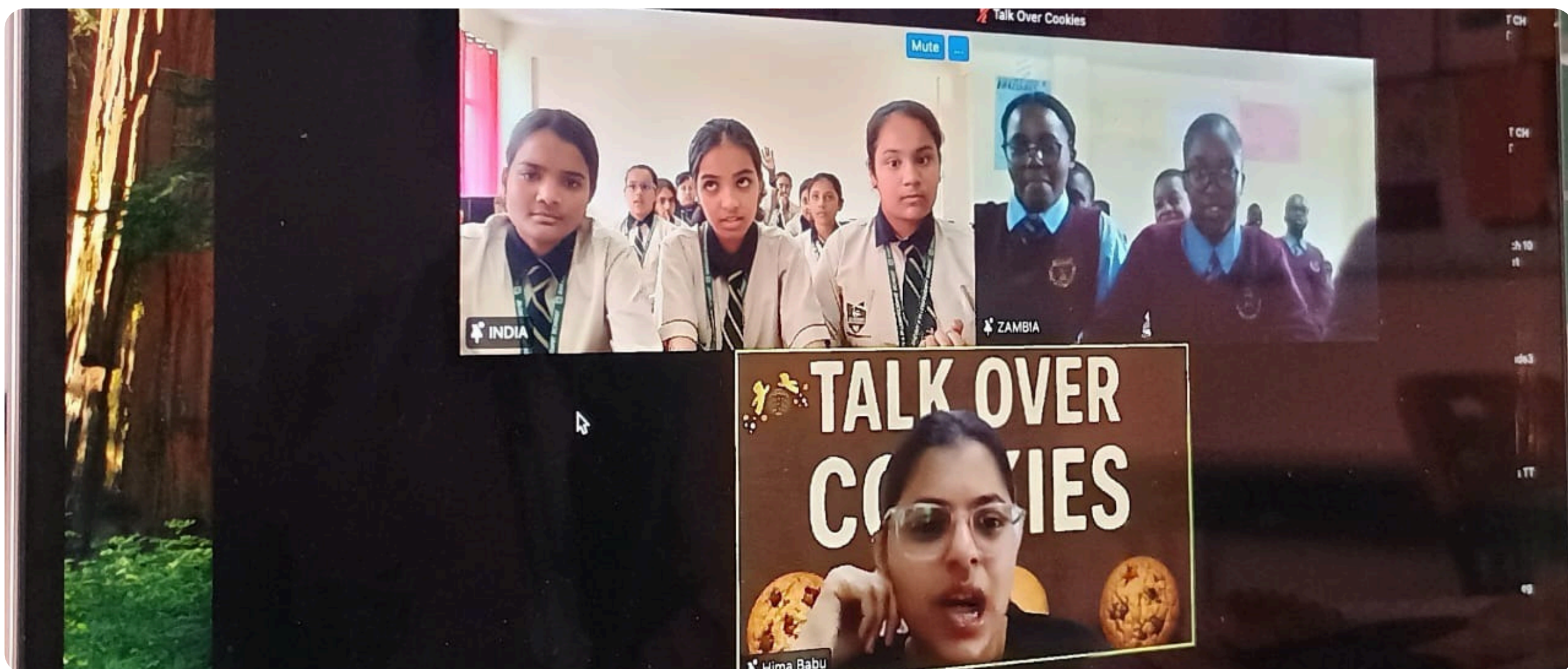
Consent Statement

I, the undersigned parent/guardian, hereby give my consent for my child/ward to participate in the activity "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, and Morocco". The partner country for this collaborative activity will be Zambia.

I understand that:

This activity involves an international exchange where students explore traditional food preservation techniques (such as sun-drying, fermentation, and clay pot storage) to understand climate resilience and food security.

ACTIVITY PICTURES



JUDGEMENT SHEET



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Activity: Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco

JUDGEMENT SHEET

STUDENT NAME	CONTENT ACCURACY & RELEVANCE	CLARITY OF COMMUNICATION	CULTURAL UNDERSTANDING	PEER INTERACTION & ENGAGEMENT	TEAM COLLABORATION & PREPAREDNESS	REMARKS
Luvishka	05	05	05	05	05	Excellent
Rajvi	05	05	05	05	05	Impressive
Anyaan	04	04	04	04	04	Creative
Adi Nagpal	05	05	05	04	05	Well prepared
Kanya	05	05	05	05	05	Impressive
Nanya	05	05	05	05	05	Effective
Tisha	04	04	05	04	05	Creative
Aradhya	05	04	04	04	04	Clear
Ananya	04	04	04	04	04	Clear
Geet	05	05	05	05	05	Out-standing
Rayu	04	04	04	04	04	Well prepared

Judges' Sign

Vaishali Gupta

TEACHER REPORT

Objective: The activity aimed to help students understand the importance of food preservation in daily life and its role in reducing food wastage.

Execution: The collaborative activity was conducted with students from Zambia, where participants from both countries shared their knowledge and practices related to food preservation. Students conducted research on traditional and modern preservation methods such as refrigeration, freezing. They prepared presentations using digital tools like PPTs, charts, visual aids to explain their findings. During the session, students confidently presented their work and highlighted how climatic conditions and available resources influence preservation techniques in their respective countries. An interactive Q&A session followed each presentation, encouraging active participation, curiosity, cross-cultural exchange of ideas. The collaboration provided students with a broader perspective on global food practices.

Skills Developed:

- * critical thinking, & analytical skills
- * communication skills
- * global awareness
- * collaboration & teamwork

Conclusion: The activity was highly successful in achieving its objectives. It enhanced students' understanding of food preservation techniques while promoting global collaboration and awareness.

STUDENT REPORT

Student's Report on Global Plates, Preserved Traditions:

A Culinary

Conservation

The collaborative activity on the topic Food Preservation conducted with students from Zambia was an enriching and interactive learning experience. It provided us with an opportunity to understand different methods of preserving food and to explore cultural similarities and differences between the two countries.

The session began with a brief introduction by both sides, where students shared information about their schools and local food habits. This helped in building a friendly and engaging atmosphere. The main focus of the activity was to learn about various food preservation techniques used in India and Zambia.

Students from our school presented methods such as refrigeration, drying, pickling and the use of preservatives.

The Zambian students shared their traditional techniques like sun-drying, smoking and fermentation, which are commonly used in their region.

PARENT FEEDBACK FORMS



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: Aadi Nagpal
Class & Section: 7
Date: 7/02/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:
- Excellent
 - Very Good



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: ISHITA
Class & Section: VII
Date: 7/2/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:
- Excellent



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: Aryu
Class & Section: 6
Date: 7/2/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: DEVISHKA
Class & Section: VI
Date: 7/2/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: Navya
Class & Section: VI
Date: 7/2/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:
- Excellent



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

PARENTAL FEEDBACK FORM – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: BHOMIK
Class & Section: 8 PG
Date: 7/02/26

1. This culinary conservation activity helped my child improve:
- Research and information synthesis
 - Comparative analysis (comparing India, Germany, and Morocco)
 - Creativity through handmade scrapbook design
 - Appreciation for cultural diversity in food practices
 - Communication and collaboration across cultures
2. My child's engagement in the virtual discussions and demonstrations was:
- Excellent

FACILITATOR FEEDBACK FORMS



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Ruchi*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Renu*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Vandana*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Shalpy*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Vishali*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

FACILITATOR FEEDBACK FORM: Global Plates, Preserved Traditions – A Culinary Conservation Journey Across India, Germany, Morocco

Facilitator Name: *Preeti*

Evaluation Criteria	Excellent	Good	Satisfactory	Needs Work
Student Engagement: Level of participation in group discussions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Mastery: Understanding of India, Germany, and Morocco's methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development: Evidence of research and presentation skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Cultural Awareness: Interest in the Moroccan partner school exchange.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENTS' EXIT SLIPS



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

EXIT SLIPS – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: Ravi

1. I shared information about the customs/techniques used in (circle one):

India Germany / Morocco

2. The primary goal of food preservation is the same across all cultures, even if the methods differ (circle one):

True False

3. Interacting with students from another culture made me feel:

Curious Excited Surprised Confident Focused

4. Select the category that showed the most similarity between the two countries:

The ingredients used The climate/environment

The reason for preserving (e.g., winter, travel) The tools used (e.g., jars, pits, sun)

5. Select the category that showed the most difference between the two countries:

Taste / Flavor profile Time required for the process

Level of technology used Popularity of the method today

PLAY · LEARN · INNOVATE · EXPERIENCE



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

EXIT SLIPS – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: Geet

1. I shared information about the customs/techniques used in (circle one):

India Germany / Morocco

2. The primary goal of food preservation is the same across all cultures, even if the methods differ (circle one):

True False

3. Interacting with students from another culture made me feel:

Curious Excited Surprised Confident Focused

4. Select the category that showed the most similarity between the two countries:

The ingredients used The climate/environment

The reason for preserving (e.g., winter, travel) The tools used (e.g., jars, pits, sun)

5. Select the category that showed the most difference between the two countries:

Taste / Flavor profile Time required for the process

Level of technology used Popularity of the method today

PLAY · LEARN · INNOVATE · EXPERIENCE

6. How confident do you feel explaining today's lesson to a friend? (Circle one):

3. Interacting with students from another culture made me feel:

Curious Excited Surprised Confident Focused

4. Select the category that showed the most similarity between the two countries:

The ingredients used The climate/environment

The reason for preserving (e.g., winter, travel) The tools used (e.g., jars, pits, sun)

5. Select the category that showed the most difference between the two countries:

Taste / Flavor profile Time required for the process

Level of technology used Popularity of the method today

PLAY · LEARN · INNOVATE · EXPERIENCE

6. How confident do you feel explaining today's lesson to a friend? (Circle one):

Not yet / Getting there / I've got it!



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

EXIT SLIPS – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: ARADHYA

1. I shared information about the customs/techniques used in (circle one):

India Germany / Morocco

2. The primary goal of food preservation is the same across all cultures, even if the methods differ (circle one):

True False

3. Interacting with students from another culture made me feel:

Curious Excited Surprised Confident Focused

4. Select the category that showed the most similarity between the two countries:

The ingredients used The climate/environment

The reason for preserving (e.g., winter, travel) The tools used (e.g., jars, pits, sun)

5. Select the category that showed the most difference between the two countries:

Taste / Flavor profile Time required for the process

Level of technology used Popularity of the method today

PLAY · LEARN · INNOVATE · EXPERIENCE

6. How confident do you feel explaining today's lesson to a friend? (Circle one):



SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

EXIT SLIPS – "Global Plates, Preserved Traditions: A Culinary Conservation Journey Across India, Germany, Morocco"

Name of Student: LUVISHKA

1. I shared information about the customs/techniques used in (circle one):

India Germany / Morocco

2. The primary goal of food preservation is the same across all cultures, even if the methods differ (circle one):

True False

3. Interacting with students from another culture made me feel:

Curious Excited Surprised Confident Focused

4. Select the category that showed the most similarity between the two countries:

The ingredients used The climate/environment

The reason for preserving (e.g., winter, travel) The tools used (e.g., jars, pits, sun)

5. Select the category that showed the most difference between the two countries:

Taste / Flavor profile Time required for the process

Level of technology used Popularity of the method today

PLAY · LEARN · INNOVATE · EXPERIENCE

6. How confident do you feel explaining today's lesson to a friend? (Circle one):

SOCIAL MEDIA RELATED TO THE ACTIVITY



<https://sheoraninternationalschool.com/>

