

## Literacy to Teach Diversity



- Disability: Attention Deficit Hyperactivity Disorder (ADHD)
- Intro to Culinary – 9<sup>th</sup>/10<sup>th</sup> grade.
- Richard, K. (2007). Ratatouille. Random House. New York, NY.
- The book will be read outside of class as a homework assignment.
- In-class discussions and activities will be once a week for 5 weeks.
  - Lesson 1: Pre-Reading Assignment
  - Lesson 2: CH 1-4
  - Lesson 3: CH 5-8
  - Lesson 4: CH 9-12
  - Lesson 5: Post-Reading Assignment

### Lesson 1:

#### *Pre-Reading Assignment: "Recipe for Success!"*

Students will create a recipe for success poster. They will come up with ideas on what makes a person a successful chef using food acronyms.

For example: R-I-C-E (Reacts positively to stress, Intuitive, Creative, Excellent at multi-tasking)

The posters will be hung up around the classroom, and students will walk around viewing each poster. Afterwards, I will have them draw a Venn diagram with three columns and ask them to fill out in each column:

- What makes the perfect chef (column 1) /football player (column 2) /scientist (column 3)?

When everyone is done, we will have a class discussion on how the three are different but can excel within their specialties. The goal is to teach diversity and that not everyone is alike or has the same type of skills.

### Lesson 2:

**Objective:** Students will understand the importance of uniqueness.

**Discussion:** Remy is unlike other rats, in the fact that he loves cooking. Even after his father, Django explains to him "Food is Fuel. You get too picky what you put in your tank, your engine is gonna die", he is not convinced. (pg. 8) On the other hand, Gusteau tells Remy to focus on what he is good at and what makes him truly happy. "You must be imaginative, strong-hearted.

You must try things that may not work. And you must not let anyone define your limits because of where you come from. Your only limit is your soul. What I say is true: anyone can cook. But only the fearless can be great". (Pg. 18) Although Remy's dad tries to conform him to be like the other rats, he takes Gusteau's advice and decides to focus on what he finds more interesting.

**Activity:** Students will learn to create an innovative recipe, based on their own food preferences. They will work outside their element and come-up unique recipe. They will learn to build confidence in their chef abilities and learn to trust their instincts. Rather than making something that is standard and has already been created, they will have to think outside the box. The goal is to be creative and find their own unique spin to cooking.

- Did you think your recipe would come out great?
- What would others think about your recipe?
- Why is your recipe unique?
- Why should you believe in yourself?
- How can you relate this experience to building an inclusive environment in the classroom?

### **Lesson 3:**

**Objective:** Students will learn about famous chefs with ADHD, and the obstacles they have overcome.

**Discussion:** In this part of the book, Linguini is hired to work in the kitchen but is unable to do anything correctly. He is temporarily fired, until Remy saves him by creating a tasty soup. I will ask students to think about why Linguini seems to have a hard time in the kitchen. I will then explain what ADHD is and how Linguini has similar characteristics that keep him from being able to do well in the kitchen. Then I will introduce the learning activity and how on the other hand, others with ADHD are able to thrive in the kitchen. I will also explain that there are many other things Linguini could excel at instead of being a chef.

### **Activity:**

Jig Saw Puzzle learning activity. Celebrities with ADHD.

Students will be placed in small groups of 3-4. Each group will be given one article one a famous chef with ADHD. After reading each article, they will share their stories with the rest of the class.

### **Discussion questions:**

- 1.) What challenges does your famous person experience with ADHD?
- 2.) How did they over-come these challenges?
- 3.) How does ADHD make them a great chef?

Article 1:

<https://add.org/celebrity-chef-jennifer-herrera/>

Article 2:

<https://www.additudemag.com/food-network-star-chef-adhd-interview/>

Article 3:

<https://www.sick-celebrities.com/celebrities/adhd-sufferer-jamie-oliver-promotes-healthy-eating/>

Article 4:

<https://www.tes.com/news/heston-blumenthal-i-have-adhd-i-wouldnt-change-it-world>

Article 5;

<https://www.bonappetit.com/story/cooking-adhd>

#### **Lesson 4:**

**Objective:** Students will be able to understand that although people are different, they can still work in a mutually beneficial relationship to reach a common goal.

**Discussion:** This is the highlight of the book, where Remy helps Linguini make the perfect soup by discovering he can control him by pulling his hair. I will then tell students to start thinking about how they are able to work together to make “the perfect soup”. I will also ask them to think about other relationships they might have with people who are different from themselves, but are able to complement each other. For example: a best friend, sibling, or relative who they get along with but are very different from themselves.

**Activity:** I will have the students re-create “the perfect soup” from Ratatouille, by drawing a picture of a bowl of soup and the ingredients in two different colors. One color will represent themselves, and the other will represent the other person who is different from them.

#### **Lesson 5:**

*After Reading Assignment: “Role-Play skit with ADHD”*

**Objective:** Students will understand how ADHD determines a person’s behavior.

**Discussion:** Alfredo Linguini displayed characteristics very similar to ADHD. I will provide many quotes for the students and have them analyze it on the white board.

- “Linguini a thin, nervous-looking young man, stood up, knocking over his chair”. Pg. 27

- “Linguini accidentally knocked over a pot of soup bubbling on the stove and spilled it onto the floor”. Pg. 30
- “So Linguini started to cook- or started trying to cook to be more accurate. With no skill, no grace, and certainly no thought about what he was doing” Pg. 50
- “Colette taught Linguini how to chop quickly and efficiently: how to keep his messy workstation clear so that things wouldn’t slow down; and how to minimize cuts burns and spills-and keep his sleeves clean-by keeping his hands and arms close to his body at all times” .Pg. 61
- “You know, I’ve never disappointed anyone before, because nobody’s ever expected anything of me. And the only reason anyone expects anything from me now is because of you.” Pg. 103
- “Appetite is coming, and he’s going to have a big ego. Wait-that didn’t come out right. “I mean, Ego. He’s coming. The critic. And he’s going to order. Something. Something from our menu.” The cooks exchanged confused glances. Colette covered her eyes. This was not the inspiration she had in mind. Pg. 106-107

**Activity:** I will lecture on the key characteristics of ADHD, then have students create a graphic organizer over it. On the right side of the organizer they will create a column comparing Linguini and ADHD. Afterwards, students will use their notes to create an ADHD educational video over kitchen safety similar to this:

- **VIDEO: ADHD Friendly Cooking Tips (Or, How to Not Start Kitchen Fires)**

<https://www.youtube.com/watch?v=-DjgPAY1VEg>

They may use any recording device such as YouTube and place a copy of it on the class website. The video must be at least 3 minutes in length. Afterwards, they will do a short 1 minute interview on Flipgrid describing their experiences.

Flipgrid discussion questions:

- How can working in the kitchen be different for someone with ADHD?
- What are some things to considerations when working with another person that has ADHD in the kitchen?
- Why can the kitchen a good/bad place for someone with ADHD?