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VÉriTage
Integrated European
Cultural Heritage for VET

The food museum

Learn and eat, with eyes



Image caption: the photo is by Jean-Pierre Dalbéra and was shot inside the "Francesco Garnier Valletti" Fruit Museum of Turin (Italy). The museum presents a collection of one thousand and more "plastic artificial fruits" modeled at the end of the nineteenth century by Francesco Garnier Valletti.



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General overview

The exercise is inspired by the recent ICOM proposal - the main international organization that represents museums and its professionals - of a new definition of museum, alternative to the current one.

From “Museums are not for profit. They are participatory and transparent, and work in active partnership with and for diverse communities to collect, preserve, research, interpret, exhibit, and enhance understandings of the world, aiming to contribute to human dignity and social justice, global equality and planetary wellbeing”.

To “Museums are democratising, inclusive and polyphonic spaces for critical dialogue about the pasts and the futures. Acknowledging and addressing the conflicts and challenges of the present, they hold artefacts and specimens in trust for society, safeguard diverse memories for future generations and guarantee equal rights and equal access to heritage for all people”.

Starting from this current and stimulating debate, the exercise that we present is the exploration of the museum world: a journey, through the first activity, of flavors, tastes and disgusts and an analysis of strengths, weaknesses, threats and opportunity, in the second activity.

The exercise presents one activity in detail and outlines a second one that teachers and trainers will be able to finalize following the proposed model.

Pitching museums

Activity overview

The context from which the exercise takes inspiration is the Fruit Museum in Turin, but spread in Europe and in all over the world there are many food museums in order to protect immaterial heritage food and food biodiversity.

The activity requires students to surf the Internet and collect information on food museums in order to define potential improvement to them in a marketing framework. In particular the activity requires students to design as a final product an elevator pitch that is going to be presented to the whole class.

The activity has been designed for students of the VET Tourism sector.



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Product

The product will be an elevator pitch.

Specific knowledge

- Basic knowledge about the museum (definition and objectives)
- Basic knowledge of the panorama relating to food museums in the European Union
- Basic knowledge for the construction of an elevator pitch

Difficulty level

The exercise, as a whole, has a medium-high level of difficulty as it presupposes an intermediate level of entry, for part of the activities, into the skills on which it works:

- Multilingual competence
- Literacy
- Digital competence

Descriptive activity sheet

Stage 1

Description

This phase is for the whole class.

Starting from the definition of museum by [INCOME](#), ask your students to surf the Internet to discover the food museums present in the EU. If you want they can start from the list expressed within the “resources”.

The information on the internet allows us to understand the general framework of the activity. The information could be searched in English, but possible to surf also in national language according to food museum availability within national borders.

Objectives

- Improving students’ knowledge of vocabulary and functional grammar.
- Improving students’ ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (Literacy).



- Increasing understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language (Literacy).
- Increasing the abilities to distinguish and use different types of sources, to search for, collect and process information (Literacy).
- Improving critical thinking and ability to assess and work with information (Literacy).
- Increasing ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs (Multilingual competence).
- Increasing understanding of one's own developing identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world (Cultural awareness and expression competence).

Key competences

- Literacy
- Multilingual competence
- Cultural awareness and expression competence

Resources

- This phase of the activity should be done with the support of the teachers of the linguistic axis (English) if the research on the internet will be performed in a EU framework.
- Equipment: Internet connection, computer

Duration

- 60 minutes

Stage 2

Description

This phase is for the whole class.

Ask your students to list their findings on a shared Google sheet on the Drive.

The activity required is the implementation of a Google sheet table where to insert the following information:

- Name of museum



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- Country
- Topic

The activity will be performed in a shared modality on drive where all the groups will improve the common file.

Objectives

- Improving knowledge of the basic function and use of different devices, software, and networks.
- Improving students' a critical approach to the validity, reliability and impact of information and data made available by digital means.

Key competences

- Digital Competence

Resources

- This phase of the activity should be done with the support of the reference teacher
- Equipment: Internet connection, laptops, a Drive account.

Duration

- 30 minutes

Stage 3

Description

This phase is for the small groups.

Assign a food museum to each group and invite your students to deeply explore the museum website and its network and to select additional information on it.

The students will surf the internet in order to deeply explore and find additional resources on the food museum assigned by the teacher.

Objectives

- Improving students' ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts.



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Key competence

- Literacy

Resources

- This phase of the activity should be done with the support of the teachers of the linguistic axis.
- Equipment: Internet connection, laptops, a Drive account.

Duration

- 60 minutes

Stage 4

Description

This phase is for small groups.

Ask your students to select and analyze the information and to prepare an improvement plan for the museum.

The activity requires collecting specific information and analyzing it.

We suggest you to explore:

1. The museum website from different point of you: its graphical layout, its accessibility*, its customers' interaction, its items, its media, its updates
2. The museum social media
3. The museum reviews on the internet
4. The museums press releases

*Accessibility as a feature of a device, a service, a resource or an environment to be easily usable by any type of user.

Objectives

- Improving students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context.

Key competence

- Literacy



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Duration

- 120 minutes

Stage 5

Description

This phase is for small groups.

Ask each team to produce an elevator pitch (an oral presentation) on the potential improvement to its own museum.

In order to do this you should explain to your class what an elevator pitch is.

You can refer to Wikipedia for an easy explanation and/or to discover what an elevator pitch is watching this [video](#): up to you!

The group could work surfing the internet on two directions:

- searching ideas on successful elevator pitches
- searching ideas within innovative museum strategy

Ask the team to role play it, improve it and set it up.

Objectives

- Improving students' planning and management of projects, which include both processes and resources.
- Improving the knowledge that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise (Entrepreneurship competence).
- Increasing creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation (Entrepreneurship competence).
- Increasing the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity (Entrepreneurship competence).
- Improving students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context (Literacy).



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Key competences

- Entrepreneurship competence
- Literacy

Resources

- This phase of the activity should be done with the support of the reference teacher.
- Equipment: Internet connection, a laptop.

Duration

- 90 minutes

Stage 6

Description

This phase is for the whole class.

Ask each team to present their own elevator pitch to the class

The activity will be performed by one student for each team. The student will be chosen by the team itself. The student will have about 1 minute to convince investors (the teacher and the other groups) to invest in the new idea of improving the museum.

Objectives

- Improving students' skills to communicate orally and in a variety of situations and to monitor and adapt the communication to the requirements of the situation.
- Improving students' expression of oral arguments in a convincing way appropriate to the context.
- Encompassing students' critical thinking and ability to assess and work with information.

Key competence

- Literacy

Resources

- This phase of the activity should be done with the support of the teachers of the linguistic axis.

Duration

- The presentation of the elevator pitch requires at maximum 2 minutes per group.



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Museum touring

Activity overview

The activity proposes a visit to a museum on the territory. The theme of the museum as a container of knowledge and techniques returns as an implementation of the previous activity. Students are invited to make a report of the museum they are visiting, through the support of the teacher who will give them indications and adequate tools for the realization of the product.

The suggested steps of the activity are the following:

1. Explore at first with your class the Internet to investigate the new definition of Museum by ICOM (see the General Overview)
2. Then Explain to the whole class the activity you are going to perform: a report through visiting a museum on the territory
3. Together with the class explain how to organize the report
 - a. The report should focus on:
 - b. The background of the museum
 - c. The SWOT Analysis of the museum
 - d. The conclusion
4. Then focus on the tool you are going to use to identify internal strengths and weaknesses of the museum, as well as external opportunities and threats: the SWOT Analysis.
5. Explore some examples on the internet to investigate the SWOT Analysis applied to museums.
6. Divide the class into small groups of about four-five people. Each group has to focus on one museum, if the territory allows this. The visit will be performed on their own.
7. Support your students in preparing the report during the lesson.
8. Each group will present orally its report through a powerpoint document.

Resources

Pitching museums

Current definition of “Museum” by [ICOM](#)



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List of some food museums in Europe:

- Even out of the EU, but still in Europe, we found a particularly interesting [Alimentarium](#), a Nestlè foundation - Vevey, Switzerland Particularly interesting the area “collection” of the website: more than [4000 objects catalogued](#) by era, region and subject.
- [Musei del cibo](#) (Food museums) - Parma, Italy
- [Museo Lavazza](#) (Coffee museum) - Turin, Italy
- [Museo del Gelato](#) (Ice cream museum) - Anzola dell’Emilia (Bologna), Italy
- [Choco Story](#) (Chocolate museum) - Brussels, Belgium
- [Museo della Frutta](#) (Fruit museum) - Turin, Italy. The [Italian version website](#) is more interesting than the English one because the latter website is just a summary.
- [Friet Museum](#) (Fries museum)
- [La Cité du vin](#) (The wine city and museum)
- [Culinary Museum](#) - Vilnius, Lithuania
- [Kaas Museum](#) (The cheese museum) - The website of the cheese museum is just in Dutch but we decided to insert anyway because we think it is interesting and easily translated. In addition, it could be considered for activity two: the implementation of the english website of the Kaas museum could be a proposal for the elevator pitch.

In addition, to explore the topic, you can surf other kinds of “museums”:

- [Eataly](#), more than a museum
- [Disgusting Food Museum](#), a “challenge museum”
The Disgusting Food Museum invites visitors to explore the world of food and challenge their notions of what is and what isn’t edible. Could changing our ideas of disgust help us embrace the environmentally sustainable foods of the future?
- The video “[Make your Pitch perfect: Elevator Pitch](#)” by Barclays UK

Museum touring

- [Heritage Museums Strat Plan](#) by the Corporation of the City of Greater Sudbury
- New professional roles concerning the European Museums Telecommunication Supply by MU.S.EU.M. - [Multimedia System for an European Museum](#)