

A special lunch



Positive Ending

KEY CONCEPT/ DISADVANTAGE	Diversity
OBJECTIVES	- To recognise the importance of respecting dietary restrictions and food diversity. - To demonstrate inclusive communication by considering the needs of classmates with food allergies. - To promote inclusion in the group by ensuring that everyone participates in shared activities. - To promote empathy by understanding how food choices can impact social interactions and well-being.
QUESTIONS FOR DISCUSSION FOR THE POSITIVE ENDING	1. How do you think Mihai felt when he realised that there was no food he could eat? 2. What can we do to make all classmates feel included at group events like a party? 3. Have you ever tried food from another culture? How did it make you feel? 4. Why is it important to think about other people's dietary needs when planning an event? 5. What could you do if you realised that a friend was being excluded because of their food restrictions?
SUGGESTIONS FOR ADDITIONAL RESOURCES	Pupils can take part in a lesson on alternative foods, researching allergy-friendly ingredients and discussing how to incorporate dietary diversity in the group. They can also take part in a joint cooking workshop where they prepare simple, allergy-friendly dishes together, strengthening teamwork and inclusion while discovering new flavours and food cultures.

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Negative Ending

KEY CONCEPT/ DISADVANTAGE

Diversity

OBJECTIVES

- To recognise the negative impact of exclusion on classmates with dietary restrictions.
- To recognise how words and actions can either support or isolate classmates in group activities.
- To understand the importance of advocating for inclusion when planning collaborative events.
- To develop empathy by reflecting on how it feels to be marginalised due to dietary restrictions.

QUESTIONS FOR DISCUSSION FOR THE NEGATIVE ENDING

1. How do you think Mihai felt when he had to sit alone with his special lunch?
2. What could have been done differently to make Mihai feel included?
3. Have you ever felt excluded from an activity? How did it make you feel?
4. Why is it important to respect different dietary needs and choices?
5. How can we help create a more inclusive and respectful environment for everyone?

SUGGESTIONS FOR ADDITIONAL RESOURCES

Pupils can take part in a storytelling session in which they talk about moments when they or someone they know has felt excluded, reflecting on empathy and inclusion. They can also watch a short documentary film about food allergies and inclusion, which leads to a discussion about how to make shared experiences more accessible and welcoming for all.