



# Food Memories as Living Heritage

A Methodology Manual  
for Replicable Workshops



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# **Food Memories as Living Heritage:**

## A Methodology Manual for Replicable Workshops

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## **Version**

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This version is intended for *Internal Use Only*.

# Purpose of the Manual

***Food Memories as Living Heritage*** is a methodological manual for running participatory narrative and cooking sessions. These sessions are designed to gather grounded insights on *food memories*. The manual covers:

- ◆ **Framework** Food Memories theoretical and methodological foundations, as well as key concepts
- ◆ **Design** Adaptable modular organisation for narrative and cooking sessions to be used by RELISH partners
- ◆ **Strategy** In-depth methodological tools for implementing workshops, gathering data, and analysing materials

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# Introduction

*Food Memories as Living Heritage: A Methodology Manual for Replicable Workshops* presents a structured, adaptable, and research-informed methodology for exploring food memories as a form of Intangible Cultural Heritage (ICH). Grounded in food studies, memory studies, and arts-based pedagogy, the manual positions food memories as anchors of identity, belonging, and cultural continuity, while recognising them as dynamic practices shaped by migration, social change, and future imaginaries.

The manual introduces a replicable workshop model that combines reflective writing, visual mapping, collective dialogue, and—where conditions allow—collaborative cooking. Drawing on three key conceptual pillars—Intangible Cultural Heritage, food memories (including the notion of “gustemic voice”), and the Theory of Food—it provides facilitators with a coherent framework to activate, document, and analyse culinary heritage as lived, narrated, and embodied knowledge.

Designed for delivery over two to four consecutive days (or adapted to longer formats), the methodology is modular and scalable. It is structured around two main sessions:

- ◆ A Narrative Session focused on memory activation, mapping, and creative writing
- ◆ A Cooking Session focused on embodied knowledge, including cooking, sensory engagement, and collective sense-making.

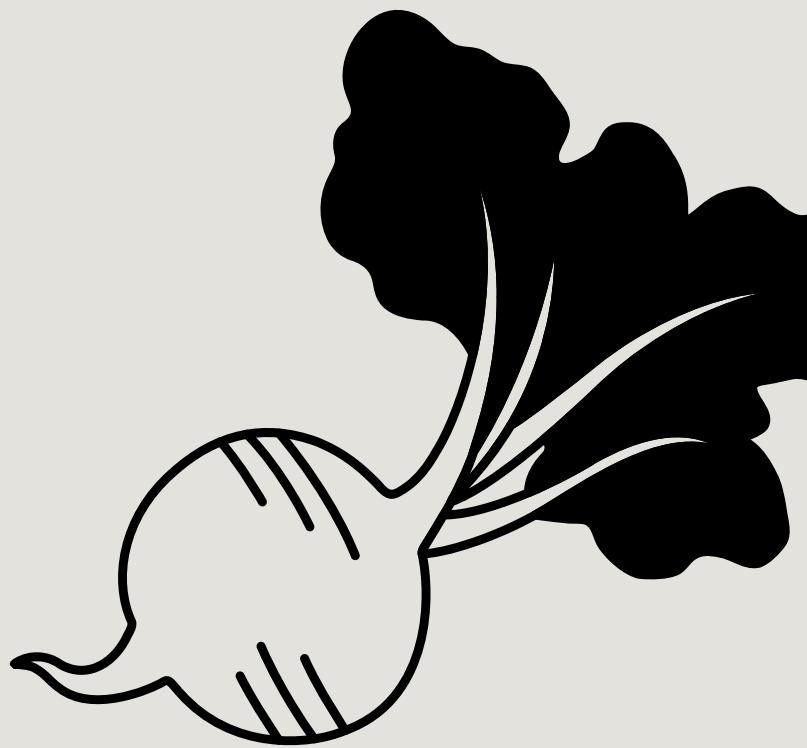
The manual clearly defines learning outcomes related to culinary heritage, intercultural understanding, creative expression, and community building. Participants develop skills in tracing and documenting food heritage, engaging in sensory-rich narrative practices, co-creating and testing recipes, and reflecting critically on the role of food in identity, belonging, sustainability, and future food practices.

Target users include educators, community organisations, researchers, and creative practitioners working in food heritage, migration, wellbeing, and participatory research contexts.

Responding to identified needs, the manual offers step-by-step guidance, facilitation prompts, session templates, ethical protocols, documentation tools, and analytical frameworks. Particular emphasis is placed on creating safe and inclusive spaces, narrative care, informed consent, and responsible research and innovation principles.

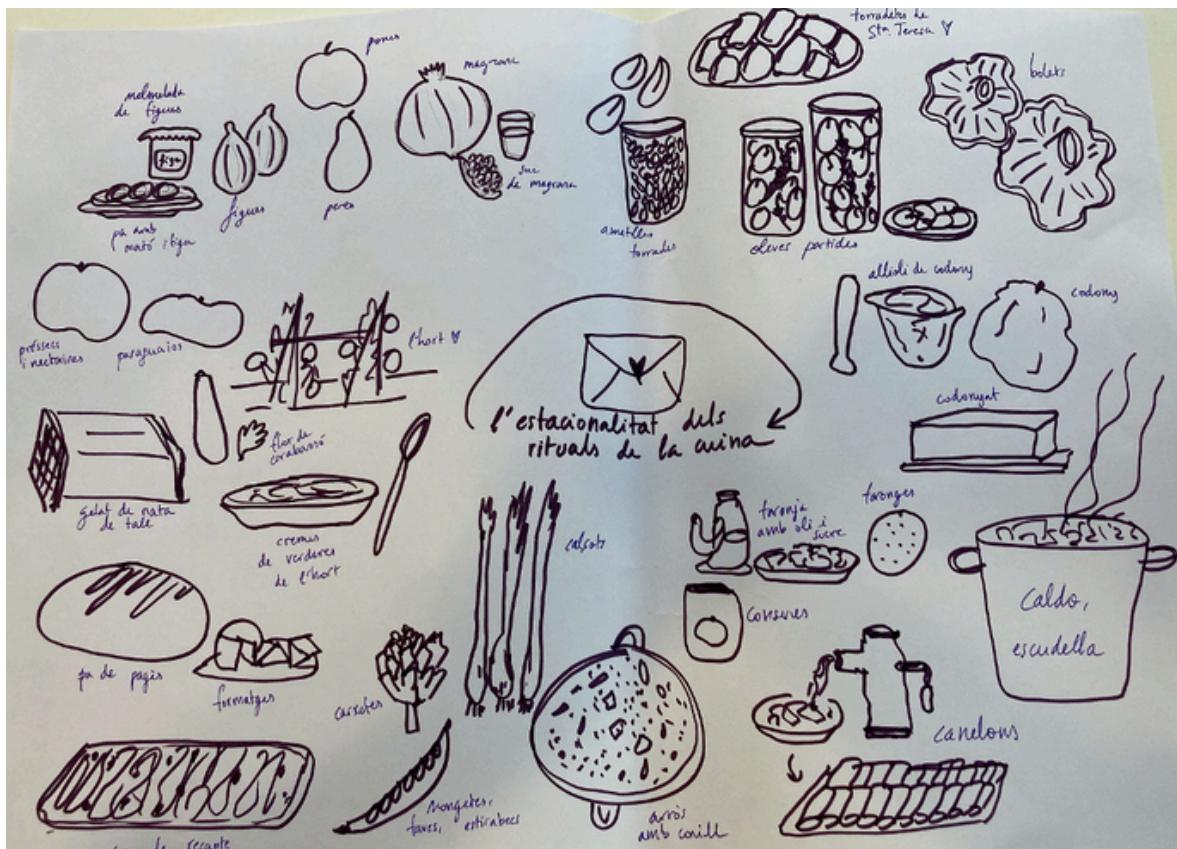
Beyond facilitation, the manual provides a robust qualitative and multimodal data analysis framework. It integrates written narratives, visual maps, recipes, field notes, and audio-visual materials to capture explicit, tacit, and embodied forms of knowledge. A shared analytical grid and tagging system support cross-site comparability, while allowing flexibility according to local objectives.

Finally, the manual is conceived as a living resource. Its modular structure supports reuse across educational, community, and cultural settings, and future versions will expand through e-learning materials, multilingual translations, and refined methodological insights from subsequent pilots. Overall, *Food Memories as Living Heritage* offers a validated, user-centred approach to activating food memories as a powerful lens for understanding cultural heritage, community cohesion, and imagined culinary futures.



# 01

# Framework



Illustrations created by participants during a Food Memories pilot, 2025

## 1.1 Introduction and Theoretical Foundations

Food Memories workshops explore how food memories act as anchors of identity and belonging through creative writing and recollection as conduit for Intangible Cultural Heritage (ICH). Participants create visual maps and narrate their own culinary past, connect it to present experiences, and collectively imagine meaningful and sustainable culinary futures.

## 1.2 Key Concepts

<b>Intangible Cultural Heritage</b>	ICH comprises the non-physical cultural expressions transmitted across generations: oral traditions, rituals, social practices, craftsmanship, performing arts, and communal knowledge. Food practices—rituals around preparing, sharing, and remembering food—are central to this heritage, especially in contexts of mobility.
<b>Food Memories</b>	Food memories encapsulate emotions, sensory impressions, rituals, experiences of mobility through migration or in diasporic communities, and relationships. They shape one's "gustemic voice" <sup>1</sup> —the internal, embodied understanding of taste and food practice that guides intuitive cooking.
<b>Theory of Food</b>	A theoretical framework by John S. Allen that proposes an "internal, cognitive representation of our diets in our minds" and that, like any "other complex cognitive abilities, it relies on complex and overlapping dedicated neural networks that develop in childhood under familial and cultural influences." <sup>2</sup>

The Food Memory workshops are designed through the intersection of these three concepts to activate, retrieve, value and narrate stories that connect participants with their familial and cultural foodscapes in order to speculate how they will evolve in the future.

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<sup>1</sup> Sutton, David E. 2010. "Food and the Senses." *Annual Review of Anthropology* 39: 209–223.

<sup>2</sup> Allen, John S. 2012. "'Theory of Food' as Neurocognitive Adaptation." *American Journal of Human Biology* 24: 123–129. (Quotes from pg. 123)

## 1.3 Pedagogical Framework

This manual is designed for a workshop delivered over 2 to 4 consecutive days, including both reflective writing and hands-on cooking components. The curriculum is also fully adaptable to longer, multi-week formats. Facilitators may schedule activities across several sessions, allowing participants to work independently between meetings—journalling, collecting food memories at home, interviewing family members, or engaging in additional optional exercises. A bank of optional and complementary activities will be provided in future manual versions to support program customisation.

### 1.3.1 ***Learning Objectives***

By the end of the workshops, participants will be able to:

- Identify and articulate elements of their own culinary heritage, including memories, rituals, and practices transmitted through family or community
- Apply strategies for tracing and documenting culinary cultural heritage, including sensory description, memory mapping, and narrative reconstruction
- Develop relational knowledge by understanding other participants' food traditions and reflecting on similarities, differences, and shared cultural traditions
- Collaboratively activate ICH through group dialogue, shared cooking, and recipe co-creation
- Engage in speculative and creative thinking around future food practices, sustainability, and emerging culinary rituals
- Design, test, and document recipes that integrate memory, identity, and innovation
- Critically reflect on the role of food in identity and belonging
- Strengthen confidence in expressing cultural knowledge through both written narratives and embodied practices, such as cooking



*Participants and organisers sharing reflections during a Food Memories pilot, 2025*

Related to culinary heritage, participants will be able to learn:

- ❖ Strategies for tracing culinary heritage
- ❖ Relational knowledge about other foods traditions and practices that connect to their own
- ❖ Collaborative work on activating ICH around food
- ❖ Documentation and heritage mapping techniques
- ❖ Speculative work about future foodstuffs and practices related to food
- ❖ Recipe design and cooking through testing

Participants will develop skills generally related to ICH and community building, such as: intercultural awareness; relationships to culinary culture, such as sensory awareness; and creative practices, including narrative, journalling, storytelling, and visualisations.

## 1.4 Intended Audience and Potential Users

The *Food Memories* manual speaks to key stakeholder groups relevant to **Horizon Europe** priorities, including:

- ❖ Educators (higher education, secondary, and adult education)
- ❖ Community organisation leaders working in food heritage, intergenerational learning, DEIB, migration, and well-being contexts
- ❖ Researchers in food studies, memory studies, anthropology, and arts-based methodologies
- ❖ Creative practitioners engaged in reflective storytelling and public engagement

Among these groups, there is a clear demand for structured yet adaptable pedagogical resources that support inclusive facilitation across diverse communities. Identified needs include: step-by-step workshop guidance supported by visual process models; an evidence-based framework demonstrating the role of food memories in identity formation; well-being and community cohesion; and practical tools, such as session templates, prompts, evaluation instruments, and ethical protocols for narrative collection and use.

The manual addresses these needs through a validated, user-centred pedagogical framework. It was developed using an iterative creative design approach, enabling adaptation across institutional, community, and cultural contexts. The manual provides ready-to-use templates, facilitation guides, reflection tools, and ethical guidance covering informed consent, narrative care, data management, and supporting responsible research and innovation principles.

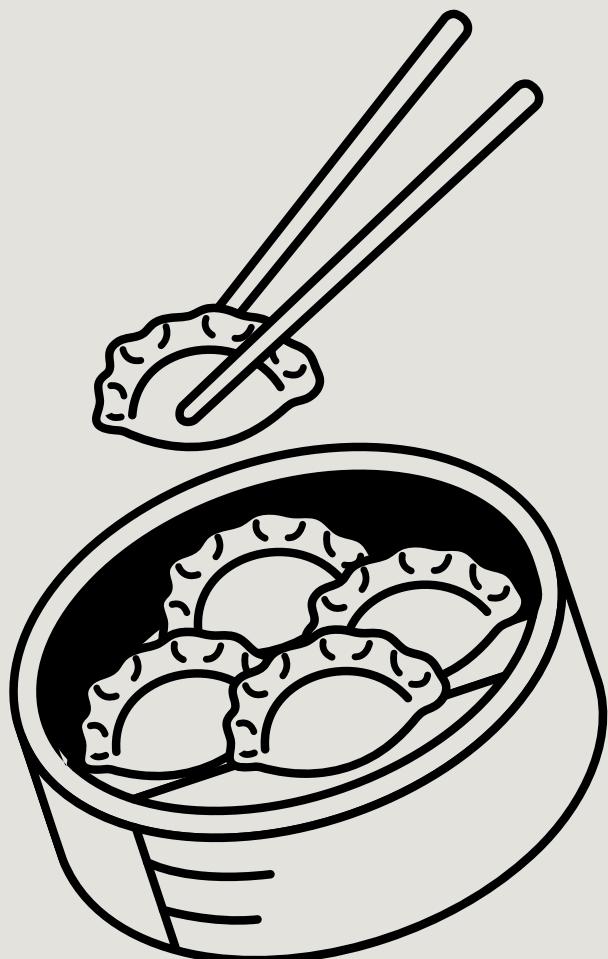
To support broad uptake and scalability, future manual versions will be complemented by e-learning resources designed for flexible, self-guided, and blended learning contexts, including modular learning units, short instructional videos, and downloadable facilitation materials.

Multilingual access will be addressed through phased translation of core materials and prompts, prioritising languages represented within partner institutions and pilot sites.

The modular structure of the resources will enable reuse and adaptation across educational, community, and cultural settings, supporting replication beyond the project duration and uptake by external stakeholders.

02

# Structure





*Participants discussing the recipe and dishes they made during a Food Memories pilot, 2025*

## 2.1 Workshop Structure

The workshops are structured across two major sessions with a modular design. This means that each session constitutes a self-contained yet interrelated set of modules that can be implemented independently or in combination, depending on the facilitation objectives, the research questions, and the available infrastructures and resources. While previous RELISH pilots implemented both phases consecutively across two days, the methodology does not require the full sequence to be deployed in all contexts.

**Please note:** Some modules develop materials and reflections from a previous activity, and may require light adjustment to implement alone.

In particular, the first session, focused on narrative work, memory activation, and reflective writing, can be conducted as a standalone workshop. This narrative session allows the collection and analysis of food-related memories, meanings, and imaginaries without the need for cooking facilities, making it suitable for a wide range of research, educational, and community-based settings. The second session, centred on cooking, sharing, and collective sense-making through practice, may be added when structural conditions and research goals allow, enriching the process through embodied and sensory engagement.

The modular design also implies a high degree of adaptability. Activities within each session can be adjusted in duration, depth, and emphasis to align with the expectations of the researcher or facilitator and with the specific object of analysis, while maintaining a shared methodological logic across implementations.

In the context of RELISH, one methodological constraint is essential: the narrative session must always precede the cooking session. This sequencing ensures that the narratives, memories, and written reflections are generated without influence from the collective cooking experience, thereby avoiding data contamination and enabling comparability across sessions and sites. The cooking session is thus conceived as an interpretive and experiential extension of the narrative work, rather than as a source shaping the initial data production.

For RELISH, we designed two-day workshops to retrieve and speculate about shared recipes. In the next manual version, we will offer alternatives for expanding these sessions.

## **2.1.1 Structure at a Glance**

### **DAY 1** Mapping and Writing

#### **PHASE I** *Memory Activation and Mapping*

- Module 1** My Madeleine: A Proustian Memory Activation (Icebreaker)
- Module 2** Food Memory Map / Culinary Landscape Mapping

#### **PHASE II** *Writing as Inquiry*

- Module 3** Sensory-rich Reflective Writing (*Included prompt: "Taste of Home"*)
- Module 4** Everyday Eating

#### **PHASE III** *Co-creation of the Future Recipe*

- Module 5** The Future Evolution of a Recipe

..... *Set-up for Day 2* .....

### **DAY 2** Cooking, Sharing, and Co-creation

#### **PHASE I** *Recap and Sharing Reflections from Day 1*

- Module 6** Where Did We Start, and Where Are We Going?

#### **PHASE II** *Collaborative Cooking and Guided Conversation*

- Module 7** Cooking as Heritage Practice
- Module 8** The Memory-Aroma Connection
- Module 9** Dialogue and Reflection on Intangible Culinary Heritage
- Module 10** Future and Culinary Innovation

#### **PHASE III** *Plating and Collective Tasting*

- Module 11** Tasting Memory in Evolution

## 2.2 Ensuring a Safe Space for Participants

The process of open call, recruitment, or invitation of participants should ensure a procedural strategy for the creation of a safe space. Here are some suggestions for creators and facilitators.

### **Prior to the workshop:**

- ❖ Engage with prospective participants to clearly inform them of the purpose and expectations of the event
- ❖ Find and prepare a space that is comfortable and welcoming.
- ❖ Ensure that there are different spaces to accommodate various participation styles
- ❖ Precirculate consent forms and Kitchen Safety Protocols\*  
*(suggested for Day 2)*
- ❖ Precirculate and gather necessary information through pre-workshop forms to identify participant needs and concerns, including dietary and or accessibility requirements
- ❖ Share the agenda, letting participants know what to expect so they can mentally and emotionally prepare

### **During the workshop:**

- ❖ Co-create a “Community Agreement,” a set of ground rules such as active listening and the “right to pass” on specific questions
- ❖ Show vulnerability—the facilitator should avoid taking an authoritative position and candidly share their own experiences and challenges with the topic
- ❖ Manage conflict constructively—acknowledge tensions when they arise, and be prepared to address them. Remind participants of ground rules
- ❖ Ensure a comfortable environment by allowing movement, providing a variety of seating options, incorporating breaks, and serving drinks and snacks. Check on participants’ level of comfort

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\*Protocols can be provided by an institution / organisation operating the kitchen space, or drafted by facilitators to mitigate hygiene, safety, and liability concerns.

***During and after the workshops:***

- ◆ Treat every participant with a positive attitude and warmth
- ◆ Be open-minded and curious; suspend your assumptions and create an inclusive environment
- ◆ Provide opportunities for feedback and sharing impressions and ideas about the workshop. Use this information to improve for next time

03

# Methodology



## 3.1 Detailed Methodology: A replicable step-by-step procedure

### **DAY 1** Mapping and Writing (*Narrative Session*)

#### **PHASE I** *Memory Activation and Mapping*

The first phase comprises two introductory narrative modules on generating food memories and maps. The phase allows participants to get to know each other, and for facilitators to begin building a shared, curious, and safe space. Offering written and creative visual activities in blended or module-specific ways can also support participants' differing expression and communication strengths.

#### MODULE 1

##### ***My Madeleine: A Proustian Memory Activation***

**Purpose** To activate autobiographical memory and create emotional safety through personal connection

Participants identify a food, dish, ingredient, or taste from their experience that evokes a strong memory. They describe its sensory, emotional, and cultural dimensions. Show-and-tell with real foods, utensils, or images of these items can be used in this phase. Images can be presented on a projector screen or printed as a visual tool. The facilitator provides a personal example from their own food background and upbringing.

Facilitation should aim at encouraging participants to describe the sensory, emotional, and cultural dimensions of the memories shared by creating a safe space.

The module's strategy aims to build an individual narrative thread. The primary material will be the facilitator's own stories around food and identity.

## MODULE 2

***Food Memory Map / Culinary Landscape***

**Purpose** To facilitate participants' access to their own food memories; to assist in identifying what participants would like to write about and develop ideas around format, tone, and focus

Participants list foodstuffs (dishes, ingredients, people, places, or rituals) from their home environment, their place of origin, or the context that had been activated in the previous activity. These are foodstuffs that relate to their upbringing, or a moment in their past experience, that is significant. They draw connections between these elements to visualise a foodscape or culinary heritage landscape.

Here, it is important to encourage participants to tap into their creative sensitivities and bring their own materials, such as coloring pencils, stamps, or pictures.

Instructions in this activity may include:

- ❖ Listing foods or food-related moments connected to past experiences
- ❖ Eliciting sensory details, such as color, aromas, shape, or texture. **Helpful Tip:** Use vocabulary cards
- ❖ Drawing lines between items to show relationships
- ❖ Identifying which aspects relate to ICH

Although sharing with the group should be optional, collaborative evaluation of the results is encouraged.

..... *Break Period* .....

## **PHASE II** *Writing as Inquiry*

The following modules develop the icebreaker activities and collective setting established in Phase I to identify and describe in greater detail the relationships between food memories, identity, heritage, and forms of belonging. They also encourage group review and revision, and support participants' confidence in building connections and themes between one another.

### **MODULE 3**

#### ***Sensory-Rich Reflective Exercises: “Taste of Home” Option***

**Purpose** To develop detailed emotional and sensory narratives around a food memory; to use exercise and discussions to bridge written and verbal forms with Day 2 cooking practices

Participants pick an aspect, connection, or nodule from their culinary map on which to focus. Based on their selection, they write a detailed narrative. *Automatic writing should be encouraged:* the aim is to narrate stories that are most relevant to each participant in their raw form.

If the workshop is planned for more than one day, ideally, participants will continue writing on their own. A continuation of this phase would include a process of selection, editing, peer review, re-writing, and / or translation in the case of multilingual groups.

In the model we present here, the writing acts as a bridge between memorialising / recollection and the process of embodied knowledge that takes place in the cooking session. However, this form of activation also produces narratives that are significant for community-based projects on ICH.

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## MODULE 3

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In order to help with the initial writing process, the facilitator and participants together can discuss possible questions to lead the writing.

Some options include:

- ❖ Who prepared this dish?
- ❖ When was it eaten last?
- ❖ What emotions and stories surround it?
- ❖ How can you describe sensory details—smells, textures, sounds, visual atmosphere?
- ❖ What did this dish mean to you in the past? What does it mean now?

..... Break Period .....

## MODULE 4

### **Everyday Eating**

**Purpose** To highlight the contrast between Heritage Food and contemporary food habits; to raise awareness of contemporary disconnection between meaning and practice; to prepare for the Phase III speculative exercise

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## MODULE 4

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Participants write a contrasting micro-essay about an aspect of their previous automatic writing. The aim is to zoom into a narrated detail in a more structured manner. This can be done in participant pairs, with a few minutes of discussion and mutual critique, followed by solitary work in which the writers focus on a dish and respond to issues of convenience, routine, health, sustainability, or others.

The final element in this phase should lead to a transition into the “future recipe.” Writers should share their micro-essays with the group. The facilitator then establishes relations between the highlights of the previous activities, focusing especially on those aspects that are common to all participants. This could be a dish, an ingredient, a holiday, a utensil, a custom, etc. Highlighting what is shared prompts the process of co-creation in the next phase.

### **PHASE III Co-creation of the Future Recipe**

The last phase of the Narrative Session encourages further creative and speculative discussion and thinking among participants. It also generates a recipe to be collectively created for the Day 2 session.

*(Modules on next pages)*

## MODULE 5

***The Future Evolution of a Recipe***

**Purpose** To preliminarily reflect on the relationship between culinary continuity and change; to consider challenges to recipes and food culture now and in the future, and how that may impact the meaning and practice of recipe production and reproduction

Participants engage in a collective speculative exercise in which they first choose a recipe or dish that—to a certain extent—they all share (based on their maps and writings). Second, they imagine the conditions and circumstances in which that particular recipe would be cooked in the future. This phase prompts questions regarding any social and environmental changes that may force an innovation or adaptation of this dish.

The facilitator can suggest the following steps:

- ❖ Identify common points in participants' maps and memories
- ❖ Visualise the dish, such as by encouraging sketching or collage
- ❖ Research ingredients, traditions, trends, and sustainability concerns
- ❖ Draft the recipe, with the facilitator providing clear steps for each change connected to participants' stories

The resulting recipe will be the focus of the Cooking Session of the Day 2 workshop.

..... *Session End* .....

## Facilitation Guide

### Recommended Timing for a 2-Session Model

<b>PART 1   2 Hours</b>	<ul style="list-style-type: none"><li>• Icebreaker + “My Madeleine”</li><li>• Food Memory Map</li><li>• Discussion of ICH</li><li>• Automatic writing</li></ul>
<b>PART 2   2 Hours</b>	<ul style="list-style-type: none"><li>• Directed writing</li><li>• Everyday food and personal recipe sharing</li><li>• Co-creation of the Future Recipe</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Paper or journals / notebooks</li><li>• Colored pens / markers</li><li>• Printed prompts</li><li>• Large paper sheets for mapping</li><li>• Optional collage materials (e.g., magazines, scissors, food packaging, tape, glue, stickers, colored / textured paper)</li></ul>
<b>Facilitator Role</b>	<ul style="list-style-type: none"><li>• Create a safe and respectful environment</li><li>• Prompt further sensory, emotional, and cultural detail</li><li>• Model vulnerability through sharing their own memories with participants</li><li>• Guide participants toward connections between memory and identity</li><li>• Support intercultural dialogue</li></ul>

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## Facilitation Guide (*cont'd*)

<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Individual food memories</li> <li>• Childhood memory vignettes</li> <li>• Contemporary eating vignettes</li> <li>• Group-produced “Future Recipe”</li> <li>• <i>Optional:</i> zine, booklet, audio recording, or exhibition of collective culinary heritage</li> <li>• Written narratives (pre- and post-texts, prompts, reflections)</li> <li>• Collected artefacts: ingredient lists, packaging, sketches, maps, timelines, post-its</li> <li>• Consent and documentation forms (ethics / participation records)</li> <li>• Annotated narratives (with brief context and metadata)</li> </ul>
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## **DAY 2** Cooking, Sharing and Co-creation (Cooking Session)

Considerations before the session:

- ❖ The cooking exercise lasts around 3 or 4 hours
- ❖ It should take place one or two days after the creative writing session to allow enough time to source ingredients and utensils, as well as logistical preparation
- ❖ Workshops are conducted with small groups (5–6 participants) to ensure meaningful dialogue and shared engagement
- ❖ Only one recipe is prepared per session. This recipe will have been selected or co-created during the narrative phase, emerging from the speculative “future recipe” exercise

The session should be supported by a facilitation team, comprising:

- ◆ A **facilitator**, who is responsible for guiding dialogue, prompting reflection, and ensuring that participants connect cooking with memories, cultural background, and future imaginaries
  - ◆ A **cook**, who also acts as a co-facilitator and offers technical guidance when necessary and helps interpret embodied techniques
  - ◆ A **non-participatory observer**, who primarily records fieldnotes, documents embodied practices, and captures relevant qualitative data (including gestures, interactions, timing, sensory cues, and moments of spontaneous dialogue)
- 

### **PHASE I** *Recap and Sharing Reflections from Day 1*

Workshops spanning several days benefit from briefly returning to past exercises and prompt opportunities for participant reflections that may have arisen after the Day 1 session.

## MODULE 6

### **Where Did We Start and Where Are We Going?**

**Purpose** To reactivate the emotional, sensory, and narrative material generated on Day 1; to re-anchor the group in a shared culinary narrative and create a bridge between the speculative work and the following embodied practice

*(Continued on next page)*

## MODULE 6

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### Activity 1 *Sharing and revisiting the narrative exercise from Day 1 sessions*

The session begins by revisiting the narrative workshop. Participants and facilitator(s) all sit together and begin an informal conversation around the following aspects:

- ◆ Key memories activated the previous day
- ◆ Insights from their writing and mapping exercises
- ◆ Reflections on what they expect from the culinary session

### Activity 2 *Introducing and discussing the “Future Recipe” from Day 1.*

The participants or the facilitator introduce the recipe drafted during the narrative phase. Participants review it collectively, discussing the core ingredients and steps, the story behind their co-creation, possible adjustments needed for the actual cooking session, and collective and individual elements that led to the co-created recipe. Additionally, this step helps clarify roles, tasks, and sequence for the practical activity.

## PHASE II *Collaborative Cooking and Guided Conversation*

Participants prepare the dish collectively, with the support of the facilitator and the cooks / chefs. This phase frames the kitchen as a site of embodied practice: cooking activities enable facilitators to observe gestures, sensory engagement, memory activation, and culturally informed ways of doing.

The written recipe functions as the entry point to the Food Memories cooking exercise and represents the explicit knowledge participants consider sufficient to describe the preparation of the

dish. The analytical focus, however, extends beyond this written content to identify elements that are not formalised in the recipe, and yet are essential to executing the cooking process. These elements correspond to **tacit knowledge**, which we understand as the practical, experience-based knowledge that informs decision-making during cooking.

Tacit knowledge includes, among others, family traditions, culturally embedded practices, personal preferences, substitutions and adaptations, as well as constraints related to time, budget, ingredient availability, or dietary requirements. These aspects are often shaped by past experiences and food memories, and become observable through practice and facilitated discussion rather than through written instructions or narratives.

Accordingly, both embodied actions and tacit knowledge are systematically observed and analysed during the exercise. The guided conversation accompanying the cooking process is structured around four interrelated thematic dimensions, which may be addressed flexibly according to facilitation needs and workshop dynamics.

## MODULE 7

### *Cooking as Heritage Practice*

**Purpose** To deepen the understanding of cooking as a living inherited cultural practice; to observe how each participant negotiates or transforms that knowledge in their daily life

The facilitation invites participants to reflect on their everyday relationship with cooking and the use of recipes, understanding cooking as a cultural practice that weaves habits, family learning, collective identity, personal routines, and individual ways of inhabiting daily life. The aim is to open a conversation about how each person experiences cooking in their lives (e.g., as forms of care,

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## MODULE 7

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obligation, creativity, memory, improvisation) and how these experiences reveal living forms of culinary heritage in action.

**Facilitator prompts:**

- ❖ Do you use recipes in your daily life? On what occasions?  
How do you use them?
- ❖ Do you write down or keep new recipes that you learn?
- ❖ How do you interact with the kitchen? E.g., with ease, improvisation, distance, habit ...

## MODULE 8

### ***The Memory-Aroma Connection***

**Purpose** To explore how the senses function as repositories of memory and as tools for practical decision-making in cooking; to connect automated decision-making with embodied knowledge and non-verbal (tacit) dimensions of culinary heritage

The facilitation encourages participants to reconnect with the sensory dimension of cooking, highlighting how the senses (especially smell) act as triggers of memory and as practical tools guiding culinary decision-making. This introduction invites attention to aspects that usually go unnoticed: smells that evoke recollections, places or people, intuitive adjustments to textures or flavours, and how all these constitute embodied knowledge that each person retains and reproduces.

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## MODULE 8

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Participants are encouraged to verbalise their internal sensory criteria, which are often tacit, linking them to memories, emotions, and cultural learning.

### Facilitator prompts:

- ◆ *What do these smells or flavours evoke for you?*
- ◆ *Which sensory cues (smell, texture, sound, colour) guide your decisions as you cook?*
- ◆ *How do you know when a sauce has reached the consistency you need?*
- ◆ *How do your senses intervene in the adjustments you make during preparation?*

## MODULE 9

### ***Dialogue and Reflection on Intangible Culinary Heritage***

**Purpose** To prompt critical reflection on cooking practice and culinary knowledge inclusive (or not) of culinary heritage; to open dialogue on reframing or critically engaging culinary heritage.

The facilitation opens a space for reflection on the relationship both personal and collective that each participant maintains with culinary heritage, considering heritage not as a fixed list of traditions but as a

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**MODULE 9**

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living practice in constant negotiation. The introduction invites participants to consider how they position themselves in relation to their traditions: whether they reproduce them, transform them, question them, or feel belonging, distance, or even conflict. This allows exploration of what we understand as heritage and what role it plays in contemporary life. This dimension encourages participants to examine or reinterpret heritage critically as something dynamic and situated, rather than static or purely nostalgic.

**Facilitator prompts:**

- ❖ *What does culinary heritage mean to you?*
- ❖ *Do you feel connected to specific traditions? Why?*
- ❖ *Do you believe such heritage should be preserved? In what ways and by whom?*
- ❖ *What do you see as your role (active or passive) in its preservation or transformation?*

**MODULE 10*****The Memory-Aroma Connection***

**Purpose** To explore future imaginaries, identify expectations and concerns, and situate participants as active agents in the evolution of culinary heritage

The facilitation invites participants to look forward and imagine how culinary practices might evolve in the future, recognising them as

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## MODULE 10

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agents of change capable of transforming, adapting, or reinventing inherited heritage. This introduction opens the door to discussing expectations, desires, fears, and possible future scenarios: e.g., on how food practices might change, what will be preserved, what might disappear, and what new forms of heritage could emerge over time.

### Facilitator prompts:

- ❖ How do you imagine culinary heritage evolving in the future?
- ❖ What hopes or concerns do you have regarding these changes?
- ❖ What role do you think you will play in that transformation?
- ❖ What culinary legacy do you imagine future generations will receive?

### **PHASE III** Plating and Collective Tasting

After the cooking sessions, gustatory tasting and sharing experiences can facilitate novel insights elicited through collective kitchen work. This phase is designed to follow the cooking session and precede cleaning. Facilitators can also encourage participants after the reflection to share copies of any materials (e.g., notes, photographs, written reflections) with the research team to aid in the co-production of knowledge.

(Module on next page)

**MODULE 11*****Tasting Memory in Evolution***

**Purpose** To help participants build bridges between past and future by connecting the memories activated in the narrative session with possibilities for how their culinary practices and heritage may evolve

The dish is plated and shared among participants. This final phase serves as both a reflective and evaluative moment. Participants discuss how the dish relates to their shared narrative and what aspects reflect innovation, change, or the future.

..... *Session End* .....

**Facilitation Guide****Recommended Timing****PART 1 | 1 Hour**

- Recap and sharing of reflections from Day 1
- Sharing recipe(s) created on Day 1

**PART 2 | 3 Hours**

- Collaborative cooking and guided group conversation
- Plating and collective tasting

(Continued on next page)

## Facilitation Guide (cont'd)

Materials Needed	
<b>Ingredients</b>	The list of ingredients depends on the recipe each participant chooses during the first Food Memories session. Facilitators will provide all ingredients during the session, except for a few specific items that participants may want or need to bring themselves.
<b>Cooking equipment</b>	Below is a list of basic kitchen materials. The exact items needed will depend on the specific recipe each participant chooses. Any additional requirements will be discussed during the first Food Memories session to ensure they are available for the cooking session.
<b>Major equipment*</b>  <i>*depending on availability</i>	<ul style="list-style-type: none"> <li>• Oven (conventional or countertop)—<i>optional, depending on recipes</i></li> <li>• Stovetop (gas or induction)—essential</li> <li>• Microwave—<i>optional</i></li> <li>• Hand blender / immersion blender—<i>very useful</i></li> <li>• Food processor—<i>optional, depending on skill level</i></li> </ul>
<b>Basic utensils</b>	<ul style="list-style-type: none"> <li>• Cutting boards (ideally one for vegetables and one for meat / fish)</li> <li>• Kitchen knives (chef's knife, paring knife, bread knife)</li> <li>• Grater</li> <li>• Peeler</li> <li>• Strainer or sieve</li> <li>• Silicone spatula</li> <li>• Ladle / serving spoon</li> <li>• Kitchen tongs</li> <li>• Kitchen scissors</li> </ul>

(Continued on next page)

## Facilitation Guide (*cont'd*)

<b>Cookware</b>	<ul style="list-style-type: none"> <li>• Pots (at least one medium and one small)</li> <li>• Saucepans</li> <li>• Frying pans (one non-stick, one larger if possible)</li> <li>• Casserole dish</li> </ul>
<b>Bowls and serving items</b>	<ul style="list-style-type: none"> <li>• Mixing bowls (various sizes)</li> <li>• Deep and flat plates</li> <li>• Baking trays</li> <li>• Small bowls (if tasting is planned)</li> </ul>
<b>Other items</b>	<ul style="list-style-type: none"> <li>• Kitchen scale</li> <li>• Measuring cups and spoons</li> <li>• Baking paper / cling film / aluminium foil</li> <li>• Kitchen towels and cloths</li> <li>• Oven gloves</li> <li>• Cleaning supplies</li> <li>• Materials for documentation</li> </ul>
<b>Kitchen Safety</b>	
<b>Suggested materials</b>	<ul style="list-style-type: none"> <li>• Latex gloves</li> <li>• Aprons</li> <li>• First Aid kit on hand</li> <li>• Fire safety equipment</li> </ul>
<b>Suggested preparation</b>	<ul style="list-style-type: none"> <li>• Advise participants to wear close-toed shoes</li> <li>• Advise participants to tie back long hair</li> <li>• Advise regular handwashing to limit cross-contamination</li> <li>• Short demo on knife safety and moving around the kitchen space with sharp and hot items</li> </ul>

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## Facilitation Guide (*cont'd*)

### Facilitator Roles

- |                         |   |
|-------------------------|---|
| <b>Lead Facilitator</b> | <ul style="list-style-type: none"> <li>• Guide conversation and encourage participants to share memories, reflections, and prospective insights</li> <li>• Ensure everyone's voice is heard without overly directing the content</li> </ul> |
|-------------------------|---|

- |   |   |
|---|---|
| <b>Culinary Facilitator<br/>(Cook / Chef)</b> | <ul style="list-style-type: none"> <li>• Assist in the cooking process without taking the lead</li> <li>• Allow participants to make decisions and express their own culinary knowledge</li> <li>• Observe gestures, movements, and embodied skills that emerge during cooking</li> </ul> |
|---|---|

- |                                     |  |
|-------------------------------------|--|
| <b>Non-participant<br/>Observer</b> | <ul style="list-style-type: none"> <li>• Avoid intervention</li> <li>• Observe and systematically take notes</li> <li>• Collect qualitative data on interactions, behaviours, and sensory aspects</li> </ul> |
|-------------------------------------|--|

### Workshop Outputs

- |                               |  |
|-------------------------------|--|
| <b>Raw workshop materials</b> | <ul style="list-style-type: none"> <li>• Recipes as written by participants (the "explicit" cooking knowledge)</li> <li>• Field notes / observation sheets (facilitators' notes, tacit-knowledge checklist)</li> <li>• Audio recordings of discussions and reflections (if consent was acquired and equipment is available)</li> <li>• Audiovisual recordings of cooking processes (if consent was acquired and equipment is available)</li> </ul> |
|-------------------------------|--|

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## Facilitation Guide (*cont'd*)

	<ul style="list-style-type: none"> <li>• Photographs of ingredients, steps, and final dishes, collected by facilitators and shared by participants (if consent was acquired)</li> </ul>
<b>Processed and curated materials</b>	<ul style="list-style-type: none"> <li>• Transcripts (full or selective) of key moments</li> <li>• Cleaned / typed recipe cards with contextual notes (origins, substitutions, constraints)</li> <li>• Curated photo sets with captions (what, when, why it matters)</li> <li>• Short curated audio / video excerpts (selected moments that illustrate themes / tacit practice)</li> <li>• Metadata package for each case (site, participant profile, dish type, context, tags)</li> </ul>
<b>Analytical outputs</b>	<ul style="list-style-type: none"> <li>• Coding framework (inductive and deductive RELISH-appropriate codes)</li> <li>• Thematic summaries (per workshop and cross-workshop)</li> <li>• Tacit knowledge maps (what's not written but guides practice)</li> <li>• Comparative matrices across sites (shared vs. context-specific patterns)</li> <li>• Visual mappings of motifs (memory triggers, identity markers, adaptation patterns)</li> <li>• Reflexive memos / debrief notes (what worked, what changed, why)</li> </ul>
<b>Operational and learning outputs</b>	<ul style="list-style-type: none"> <li>• Method refinement log (issues identified and adjustments implemented)</li> <li>• Facilitation learnings (timing, group dynamics, prompts that worked)</li> <li>• Quality / consistency notes to support comparability across sites / regions</li> </ul>

## Tacit Knowledge Analytical Grid

RELISH Analytical Axis	Tacit dimension to observe	What to look for / Guiding questions	Data Sources
Narrative and memory	Type of food memory	Is the memory individual, familial, or collective? Who is mentioned (family members, community, region)?	Oral narratives, group discussion
	Temporal anchoring	Which life stage does the memory relate to (childhood, migration, present)?	Narratives, reflections
	Emotional tone	Comfort, nostalgia, pride, loss, ambivalence?	Language, tone, pauses
Sensory and embodied knowledge	Sensory cues	Use of smell, taste, texture, sound instead of measurements	Cooking observation, verbal cues
	Memory activation	Moments where sensory stimuli trigger memories	Cooking moments, reactions
	Tasting practices	Frequency and purpose of tasting	Observation
Embodied practice and gesture	Bodily techniques	Hand movements, rhythm, posture, tacit gestures	Video, observation
	Tool use	Preference for specific tools or techniques	Observation
Decision-making and improvisation	Recipe deviations and flexibility	Changes, substitutions, omissions	Recipe vs. practice
	Judgement criteria	What defines "done," "right," or "wrong"?	Verbal explanations

(Continued on next page)

## Tacit Knowledge Analytical Grid (*cont'd*)

RELISH Analytical Axis	Tacit dimension to observe	What to look for / Guiding questions	Data Sources
<b>Transmission and cultural continuity</b>	Knowledge sources	Who taught the participant(s) this recipe? How was it learned?	Narratives
	Unwritten rules	Things “never done” or “always done”	Verbal cues
<b>Identity and values</b>	Authenticity	What is considered “real,” “proper,” or “traditional”?	Discussion
	Pride and legitimacy	Degree of confidence or insecurity in presenting the dish	Behaviour, speech
<b>Constraints and adaptation</b>	Material constraints	Time, budget, ingredient availability	Observation
	Cultural adaptation	Changes due to migration or new contexts	Narratives
<b>Social dynamics</b>	Role distribution	Who leads, follows, teaches?	Group interaction
	Negotiation	Moments of agreement or tension	Observation
<b>Language and storytelling</b>	Voice shifts	“I” vs. “we” vs. “they”	Transcripts
	Metaphors	Symbolic language linked to food	Narratives
<b>Recipe vs. practice</b>	Tacit gaps	What is done but not written	Recipe comparison

*(Continued on next page)*

## Tacit Knowledge Analytical Grid (cont'd)

RELISH Analytical Axis	Tacit dimension to observe	What to look for / Guiding questions	Data Sources
Recipe vs. practice (cont'd)	Assumptions	What is considered "obvious"	Verbal explanations
Reflection and evaluation	Memory alignment	Does the result match the memory?	Post-cooking reflection
	Change awareness	Recognition of loss, adaptation, continuity	Group discussion

## 3.2 Documentation and Recording

The workshop will incorporate several documentation methods serving a dual purpose: ensuring analytical robustness and producing communication materials.

The planned procedures include:

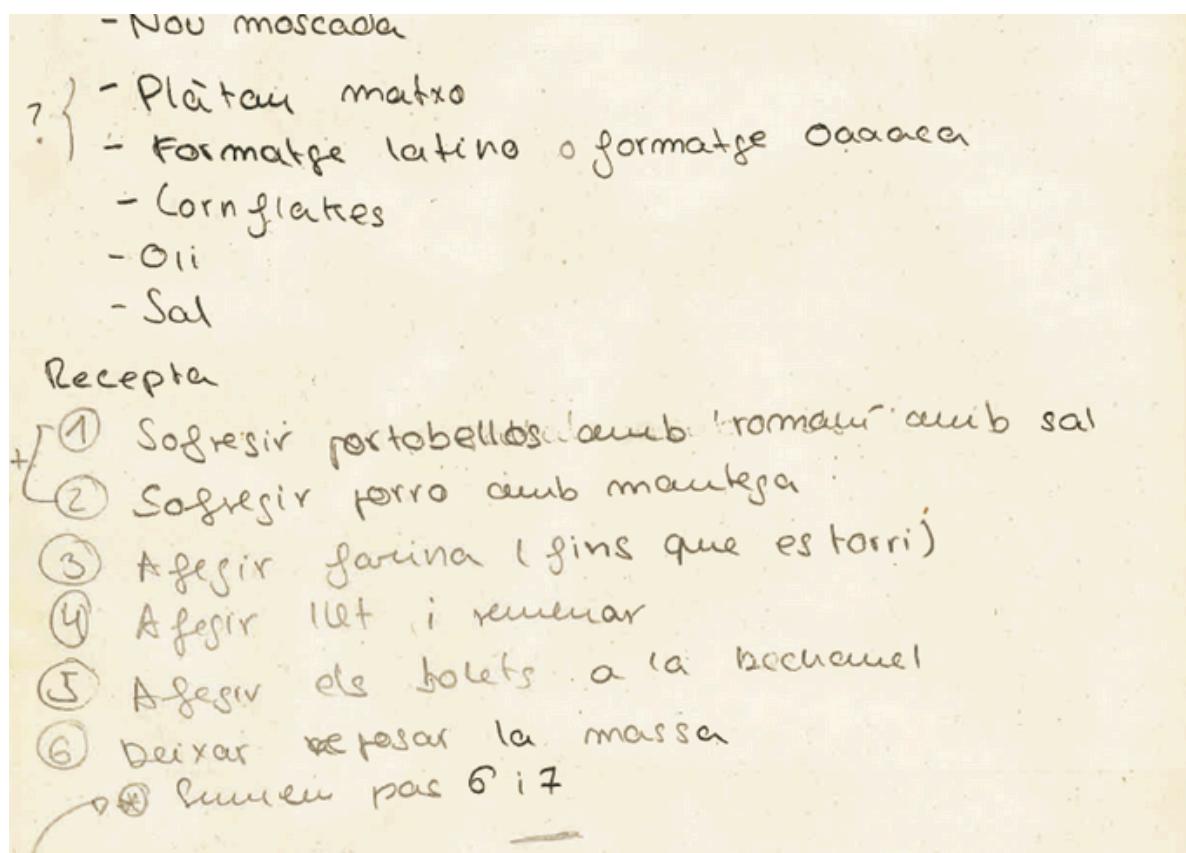
- ❖ Visual and audio recording (photography, audio, and video) conducted by a specialised professional
- ❖ Continuous recording of the session using a fixed front-facing camera
- ❖ Use of microphones to ensure clear and comprehensive audio capture
- ❖ Collection of written observations by the facilitation team during the activity

All recordings should be captured at the highest possible technical quality to maximise their usefulness for subsequent analysis, as well as for public or dissemination purposes.



# 04

# Analysis



Collaborative recipe created by participants during a Food Memories pilot, 2025

## 4.1 Data Analysis Methodology

The Food Memories workshops' analysis approach reflects the types of qualitative, interpretive, and multimodal methods used, and the narrative, sensory, and embodied nature of the data collected.

Given the participatory orientation of the methodology, data analysis is designed to respect participants as co-producers of meaning, while ensuring analytical rigor, transparency, and comparability across workshop sites. Not all analytical methods need to be applied in every case; rather, those most relevant can be selected, depending on the specific objectives of each workshop implementation.

### 4.1.1 Types of Data Analysed

The analytical framework draws on multiple data sources generated across distinct workshop phases and modules:

- ⌚ Written narratives produced during creative writing exercises and subsequent revision
- ⌚ Visual materials, including food memory maps and recipe drafts
- ⌚ Audio or audiovisual recordings of group discussions, cooking sessions, and collective reflections when filming equipment is available and participant consent has been obtained
- ⌚ Facilitator field notes and observational logs

These materials are treated as complementary and mutually informative, allowing for triangulation between narrative, sensory, and experiential dimensions.

### 4.1.2 Analysis Framework

<b>Written narratives</b>	<p>Common patterns and divergences across texts (recurring themes, omissions, silences).</p> <p><i>Writing the self:</i> How participants inscribe themselves within a culinary, social, and cultural context, highlighting that eating goes beyond biological need.</p> <p>Relationships between food, identity, and affect.</p> <p>Temporal dimensions of memory (childhood, migration, rupture, continuity).</p> <p>Emotional vocabulary associated with foods, practices, and people.</p> <p>Explicit and implicit references to food heritage.</p>
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**Analytical Relevance** Provides access to the reflective, symbolic, and narrative dimensions of food memory.

<b>Food memory maps (visual materials)</b>	<p>Visual structure of discourse: hierarchies, centres, margins, and connections.</p> <p>Use of colours, icons, symbols, and drawings.</p> <p>Relationship between text and image: What is verbalised vs. what is visually expressed.</p> <p>Analysis of drawings as a form of thinking and meaning-making.</p> <p>Representations of territory, home, family, and the body.</p> <p>Levels of abstraction versus figurative representation.</p>
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**Analytical Relevance** Reveals non-verbal forms of reasoning and the visual organisation of memory and meaning.

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<b>Recipes</b>	<p>What the recipe includes: ingredients and steps only, or also context, stories, and personal notes.</p> <p>Use of colours, icons, symbols, and drawings.</p> <p>Degree of standardisation versus flexibility (e.g., "by eye," "to taste").</p> <p>Adaptations due to availability, migration, or changing contexts.</p> <p>Presence of orally transmitted knowledge.</p> <p>Relationship between the written recipe and the enacted recipe.</p> <p>Heritage dimensions: What is considered "typical" and why.</p>
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**Analytical Relevance** Reveals non-verbal forms of reasoning and the visual organisation of memory and meaning.

<b>Facilitator field notes</b>	<p>Embodied and bodily knowledge (automatic movements, tacit techniques).</p> <p>Group dynamics and emerging roles.</p> <p>Discourses linked to practice, including verbal exchanges that emerge during cooking, problem-solving, and decision-making processes.</p> <p>Spontaneous narratives triggered by action (e.g., memories, explanations, justifications that arise while cooking).</p> <p>Tensions between discourse and practice (what is said vs. what is done).</p> <p>Moments of emotion, hesitation, enthusiasm, or conflict.</p> <p>Observations on how narratives are collectively constructed.</p>
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**Analytical Relevance** Provides an external, contextual perspective that captures practice-based discourse and complements participant-generated narratives.

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<b>Audio / video recordings</b>	<p>In-depth analysis of spoken discourse.</p> <p>Language use, pauses, laughter, and silences.</p> <p>Gestures, bodily expression, and interaction with food.</p> <p>Participant interactions (learning, correction, validation).</p> <p>Performative aspects of memory as activated through cooking.</p>
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**Analytical Relevance** Enables a multimodal analysis integrating voice, body, emotion, and action.

This analytical framework should be understood as a preliminary proposal to be applied and tested across the next four Food Memories workshop pilots. Insights generated through these pilots will be used to further refine, adjust, and consolidate the methodology, ensuring its relevance, robustness, and adaptability to different contexts.

In order to enable a rigorous and meaningful analysis, it is essential to work towards a standardised data collection process that allows for subsequent comparison across all workshop sites. Consistency in how data are recorded will support cross-case analysis and strengthen the overall analytical coherence of the project.

To this end, a **Data Collection Template** is proposed (*see next page*). This template offers a set of thematic areas likely to emerge during the sessions and a structured framework for organising observations and discourse-related notes through categorised tags. By systematising the recording of qualitative data, the template supports both depth of analysis and comparability between workshops.

These categorised tags should be flexibly adapted to the specific objectives guiding each workshop implementation, allowing the analytical focus to respond to different research questions or intervention goals while maintaining a shared methodological structure.

## Data Collection Template

Analytical Tags	Observed discourses and field notes
Recipe / preparation	
Ingredients	
Food memory and biography	
Identity and belonging	
Learning and knowledge transmission	
Cooking process	
Consumption	
Future perspectives	
Sustainability	
Heritage and cultural legacy	
Flexibility, adaptation, and substitution	
Tacit and embodied knowledge	
Sensory experience	
Other	

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# **Food Memories**

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**Last Updated** December 17, 2025