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FEEDS

**Food Ethos Education in Schools
(FEEDS)**

FEEDS Course-Kit





WHAT IS & WHY FEEDS?

When one-third of European students at schools is overweight or obese, and is in danger of a poorer quality of life, it's clear that food education is too important to leave it to the Food Industry of processed/junk food and snacks. Just as we expect our schools to work hard when it comes to teaching geography, maths, physical education, and history, we should expect them to teach about food: where it comes from, how it affects our bodies and our health and how we can improve both. So, the motivation for this project is to try to put an end to food ignorance at schools. Two big facts on teenager students are ignored in education today:

1. How and what they eat at school and the importance of chocolate in their lives as their main common for all 'comfort food' ingredient, which is excluded from experts
2. The absence of a subject on Nutrition in almost all curricula as a separate lesson, although there used to be one in older times in some countries.

Food is the most common commodity for any human and a basic feature of any cultural heritage.

Moreover, 2018 is the Year of European Cultural Heritage. Therefore, since no one in most European Union countries educates our students on Food & Nutrition, apart from the media who focus on the financial gains of this industry, we need to put food education back in European schools because we value our students and their prospects for long, healthy, and happy lives and we want them to learn from the past in order to look forward to a better future.

The aim of Feeds

The aim is threefold:

1. to research into what our students REALLY prefer eating at school today and how this affects their lives.
2. to learn what their ancestors' food habits and their effects were, how we can transfer and adapt the best nutritional habits into modern school life, exchange them among partner countries and produce basic, healthy and simple recipes for school food favourites. In this way, the students will acquire and improve new life skills, and they will learn from each other the cultural connotations of food and the way they can integrate the best of them in their own cultures.
3. to create a European Food Ethos Course that will be both essential for the students' lives and attractive to them because it will involve themselves and their own skills and activities.



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FEEDSCOURSE PACK - GUIDE TO THE TEACHER

Dear Teacher,

We would like to introduce you to the ERASMUS+ European project **FEEdS (Food Ethos Education in Schools)** which aims to create a useful Tool Kit on improving Students' food ethos and approach. The project team led by Aiani Junior High School & Velestino Senior High School in Greece consists of six school partners from Greece, Spain/the Basque Country, Turkey, Cyprus and Slovakia.

With this Tool Kit we test resources in all partner countries to assess the suitability and effectiveness that can be used by students as well as by all members of the school community.

The **FEEdS** Project researches on nutrition conditions in the students' environment taking into account attitudes, views and statuses of students, teachers and parents affecting their food habits, since Nutrition is vital not only in developing a healthy personality but also in acquiring knowledge and skills for a lifetime.

Guide in using the Test Pack:

- The Test Pack is split up in eight thematic umbrellas with three lesson plans in each category.
- In the beginning of each Unit are listed the Teacher's Notes for the teacher who acts as mediator and monitor.
- Each Unit has three objectives in the three lessons respectively: first to **LEARN** by gathering information by students, then to **LISTEN & WATCH** by inviting experts to the school to talk about the content of the specific unit or to visit a related facility and, last but not least to **DO**, by students applying the new knowledge hands-on in the school.
- The Units can be used in any order, can be enriched and adapted according to each partners' local habits, ideas and needs.
- The Course could be integrated in the schools curriculum in any subject related, Chemistry, English language, Literature, History, P.E., IT, etc., depending on the adaptability and flexibility of each institution.

We hope you enjoy it

Best regards,

The Project Team



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UNIT 1 - FOOD TODAY

PRESENT HABITS

LESSON 1 – TO LEARN



Aim: to gather information on present habits for students, both in school during luncheon times and at home during meals – to evaluate their eating habits

Methodology: teamwork for searching information, scanning and skimming skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. Answer the questions within each team (in paper) and among teams. Add more questions if you like.
 - What do you and your peers eat at school (canteen or home-brought)?
 - What do you have for breakfast?
 - What are the most usual dishes in your family every week?
 - What is your family favourite dish for breakfast, lunch, dinner, snack?
 - What are some popular dishes in your region/ area/ country?
- c. Gather the information from your questions in paper and prepare a short presentation.
- d. (for Home) interview your family on their eating habits, using the questions you answered above.





UNIT 1 - FOOD TODAY

PRESENT HABITS

LESSON 2 – TO LISTEN & WATCH

Aim: to interview peers and parents on present eating habits, both in school during luncheon times and at home during meals – to evaluate their eating habits

Methodology: individual or teamwork for interviews, video-making

ACTIVITIES

- Present by teams or individually your family eating habits – can also be in short videos where each member says what their eating habits are.
- Take videos during snack time at school, explaining what the ingredients of your food are.
- Each team gathers the information in a short presentation, or document sheet for the rest of the teams to share.
- Skim and assemble the information in order to prepare a questionnaire.





UNIT 1 - FOOD TODAY

PRESENT HABITS

LESSON 3 – TO DO

Aim: to prepare a questionnaire on present eating habits

Methodology: teamwork for preparing the questions, scanning and skimming skills, writing skills

ACTIVITIES

- Each team takes on a set of questions for the questionnaire.
- Teams compile their questions and trim the final questionnaire.
- Students answer the questionnaire

ACTIVITIES OVER THE NEXT DAYS – The feedback can be discussed in the beginning of the next Unit

- The teams distribute the questionnaire to the whole school, to be answered for the next couple of days
- They take the questionnaire home to be answered by family members

PRODUCT – OUTCOME: a questionnaire on present eating habits





UNIT 2 - FOOD IN HISTORY

PAST HABITS

LESSON 1 - TO LEARN

Aim: to gather information on past eating habits, both at home and in their country – to evaluate these eating habits

Methodology: teamwork for searching information, scanning and skimming skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. Find about past diets in your country, religious diets, medicinal diets, local diets (Mediterranean, etc.) diets in History (Middle Age, Byzantine, Roman, Ancient Greece, etc.).
- c. find about cultural habits in foods (food fairs, ceremonies and foods, etc.)
- c. Gather the information from your research in paper and prepare a short presentation.
- d. (for Home) interview your family (grandparents mostly) on their eating habits in the older days, using these questions, and / or add more, if you like.
 - What did you and your peers eat at school (canteen or home-brought)?
 - What did you have for breakfast?
 - What were the most usual dishes in your family every week?
 - What were some popular dishes in your region/ area/ country?





UNIT 2 - FOOD IN HISTORY

PAST HABITS

LESSON 2 - TO LISTEN & WATCH

Aim: to learn about past eating habits, both at home and in their country – to evaluate these eating habits

Methodology: lecture and/or visit, take notes

ACTIVITIES (choose one and take notes)

- Invite an older person to talk about past eating habits and ask questions
- Visit a traditional food maker, such as a creamery/cheese maker, a traditional bakery, a farm





UNIT 2 - FOOD IN HISTORY

PAST HABITS

LESSON 3 - TO DO

Aim: to prepare a questionnaire on past eating habits

Methodology: teamwork for preparing the questions, scanning and skimming skills, writing skills

ACTIVITIES

- Each team takes on a set of questions for the questionnaire.
- Teams compile their questions and trim the final questionnaire.
- Students answer the questionnaire

ACTIVITIES OVER THE NEXT DAYS – (The feedback can be discussed in the beginning of the next Unit, according to the time schedule)

- The teams distribute the questionnaire to the whole school, to be answered for the next couple of days
- They take the questionnaire home to be answered by family members
-

PRODUCT – OUTCOME: a questionnaire on past eating habits





UNIT 3 - FOOD IN SCIENCE

FOOD COMPONENTS

LESSON 1 - TO LEARN

Aim: to search in science subjects (chemistry, biology, P.E.) on food components, nutritional values, chemical substances

Methodology: teamwork for searching information, scanning and skimming skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. Find about
 - Food Pyramid
 - What foods do to body / body parts and food
 - What allergies can foods have?
 - What specific diets exist for specific illnesses?
 - Food and teenage
- c. analyse in chemistry lab some food components
- d. Gather the information from research in paper and prepare a short presentation.





UNIT 3 - FOOD IN SCIENCE

FOOD COMPONENTS

LESSON 2 - TO LISTEN & WATCH

Aim: to learn about the chemistry of foods

Methodology: lecture and/or visit, take notes

ACTIVITIES (choose one and take notes)

- Invite a doctor or dietician to talk about nutrition and its value and ask questions
- Visit a food factory





UNIT 3 - FOOD IN SCIENCE

FOOD COMPONENTS

LESSON 3 - TO DO

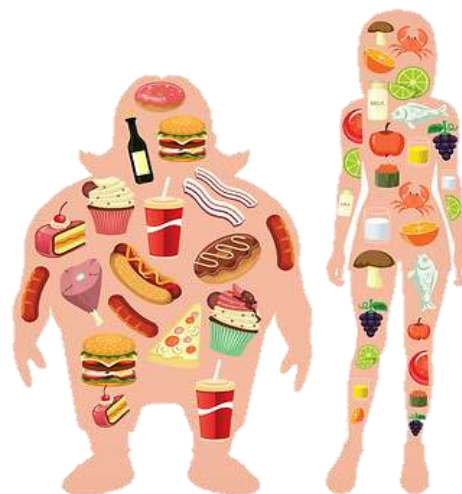
Aim: to prepare an Anatomy Food & Body Board/Poster

Methodology: teamwork for preparing the parts of the board/poster, drawing or ICT, computing skills

ACTIVITIES

- Each team takes on a set of body parts and matches food for these parts, either on paper (drawing) or on computer.
- Teams compile their products into a final Anatomy Board/poster.
- The board is hung in the classrooms or on the project wall.

PRODUCT – OUTCOME: a Poster





UNIT 4 - FOOD IN HEALTH

HEALTHY DISHES AND SNACKS

LESSON 1 - TO LEARN

Aim: to search for healthy diets and dishes, using the findings of the previous units on components, nutritional values, and chemical substances

Methodology: teamwork for searching information, scanning and skimming skills

ACTIVITIES

- Make teams of 3-4 students, each with a chief and a team name
- Find about athletes' diets, teenagers' alternatives and healthy snacks prepared by chefs
- choose which ones can be consumed in schools
- prepare a short list





UNIT 4 - FOOD IN HEALTH

HEALTHY DISHES AND SNACKS

LESSON 2 - TO LISTEN & WATCH

Aim: to see how one can prepare a healthy dish or snack

Methodology: lecture and/or visit, take notes

ACTIVITIES (choose one and take notes)

- Invite a dietician to talk about food preparation and teenagers
- Invite an athlete/sports person to talk about a healthy snack during exercise
- Invite a farmer or visit a farm and learn how to grow food





UNIT 4 - FOOD IN HEALTH

HEALTHY DISHES AND SNACKS

LESSON 3 - TO DO

Aim: to put in use the new information students gleaned from previous units, to prepare a food garden and/or cook

ACTIVITIES

- Grow a vegetable or herb garden in the school premises, learn how to take care of it
- Cook a recipe for a healthy snack or simple food

PRODUCT – OUTCOME: a vegetable / herb garden, a recipe





UNIT 5 - FOOD IN SCHOOL

SCHOOL CANTEENS, RESTAURANTS AND REGULATIONS

LESSON 1 - TO LEARN

Aim: to research on legislation and rules for school food

Methodology: teamwork for searching information, scanning and skimming skills, writing skills

ACTIVITIES

- Make teams of 3-4 students, each with a chief and a team name
- Find about the rules for the school canteens in your country
- compile information into a document, gather documentation and put it up on the project wall





UNIT 5 - FOOD IN SCHOOL

SCHOOL CANTEENS, RESTAURANTS AND REGULATIONS

LESSON 2 - TO LISTEN & WATCH

Aim: to ask about rules for school food, to evaluate the regulations

Methodology: lecture and/or visit, take notes

ACTIVITIES

- Invite a spokesperson from the Authorities
- Interview the school canteen/restaurant responsible and learn how they proceed with school food





UNIT 5 - FOOD IN SCHOOL

SCHOOL CANTEENS, RESTAURANTS AND REGULATIONS

LESSON 3 - TO DO

Aim: to evaluate the canteen rules and provide feedback, to prepare a snack

Methodology: editing a set of regulations, cook

ACTIVITIES (choose or do all)

- Edit the list of regulations by adding or omitting snacks and foods, according to what has been learnt so far
- Prepare a new list of menu
- Prepare a healthy snack to be consumed in school
- Teams prepare a brunch for all in school

PRODUCT – OUTCOME: a renewed list of canteen menu / a snack recipe





UNIT 6 - SWEET FOOD

CHOCOLATE

LESSON 1 – TO LEARN

Aim: to research on chocolate as a world-loved food, in all aspects of life- economy, psychology, nutrition and to restore its nutritional use

Methodology: teamwork for searching information, scanning and skimming skills, writing skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. each team does research on a specific sector on chocolate – how chocolate affects:
 - Economy worldwide (cocoa as commodity, product selling)
 - Psychology
 - Health and nutrition
- c. teams compile their information, skim important points and prepare a short presentation.





UNIT 6 - SWEET FOOD

CHOCOLATE

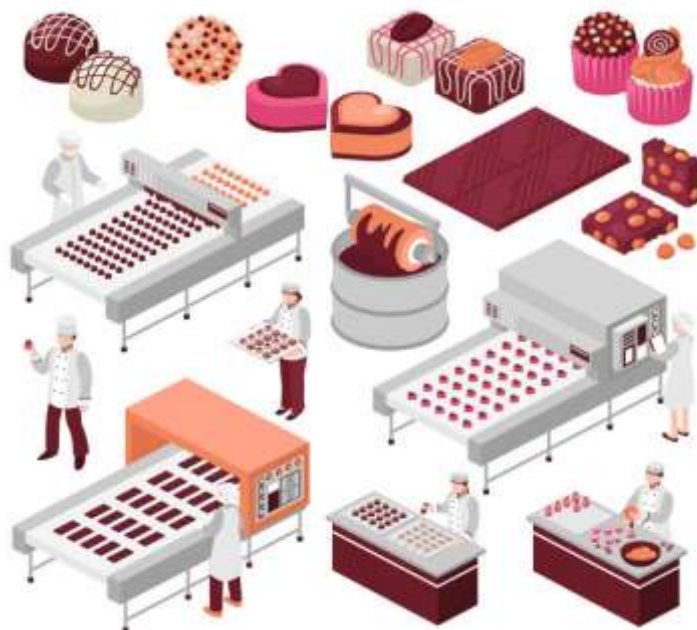
LESSON 2 - TO LISTEN & WATCH

Aim: to see how chocolate reaches people

Methodology: visit and/or lecture, take notes

ACTIVITIES

- Visit a chocolate factory
- Invite a dietician to talk about the right consumption of chocolate





UNIT 6 - SWEET FOOD

CHOCOLATE

LESSON 3 - TO DO

Aim: to evaluate the nutritional use of chocolate and to exonerate it, to prepare a choco-snack

Methodology: cook

ACTIVITIES (choose or do all)

- Make a board of chocolate benefits
- Cook a chocolate meal or snack
-

PRODUCT - OUTCOME: a chocolate recipe





UNIT 7 - FOOD RECIPES

A RECIPE BOOKLET/LIST

LESSON 1 – TO LEARN

Aim: for students to research on how to make their own healthy recipes for snacks or meals

Methodology: teamwork for searching information, scanning and skimming skills, writing skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. each team researches on various healthy snacks found on the internet and decides on a set of two or three recipes, based on past eating habits, healthy food and chocolate
- c. teams compile their findings and decide on how to produce a booklet with recipes to be consumed during luncheons at school
- d. all teams decide on the booklet contents





UNIT 7 - FOOD RECIPES

A RECIPE BOOKLET/LIST

LESSON 2 - TO LISTEN & WATCH

Aim: to see how to choose ingredients and prepare food

Methodology: visit and/or lecture, take notes

ACTIVITIES

- Visit a restaurant cuisine and see how they prepare food
- Invite a chef to show the process





UNIT 7 - FOOD RECIPES

A RECIPE BOOKLET/LIST

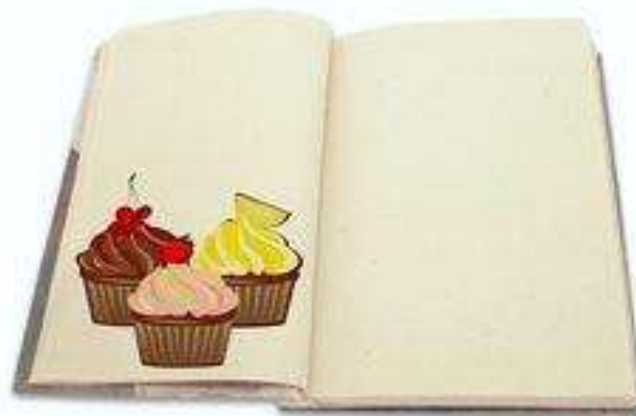
LESSON 3 - TO DO

Aim: to put up a recipe book

Methodology: compilation and writing skills

ACTIVITIES (choose or do all)

- Make a recipe book
- Make an e-recipe book for the school website





UNIT 8 - FOOD ETHOS IN ACTION

COOKING FOR ALL

LESSON 1 – TO LEARN

Aim: students disseminate their findings to the whole school and / or local community

Methodology: teamwork for searching information, organizational skills

ACTIVITIES

- a. Make teams of 3-4 students, each with a chief and a team name
- b. research on how to set up an outdoor cooking staging, with all equipment
- c. research on safety codes and regulations for outdoor cooking
- d. decide on the common menu to be cooked, recipes and ingredients
- e. contact the appropriate people to provide the necessary equipment
- f. obtain permissions for outdoor cooking





UNIT 8 - FOOD ETHOS IN ACTION

COOKING FOR ALL

LESSON 2 - TO LISTEN & WATCH

Aim: to see how to prepare food and a cooking contest

Methodology: visit and/or lecture, take notes

ACTIVITY

- Invite a chef to show the process





UNIT 8 - FOOD ETHOS IN ACTION

COOKING FOR ALL

LESSON 3 – TO DO

Aim: to go out in the local community

Students' teams prepare and participate in a cooking contest in the open (school yard, local square)

Students invite their peers, families, local authorities

The Judges can be a chef and their teachers

The food produced is distributed to all and/or delivered to local nurseries and old peoples' homes.

PRODUCT OUTCOME: a cooking contest





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