



## **PROPOSAL FOR A WORK PLAN WITHIN THE FRAMEWORK OF THE ERASMUS + “ FOOD 4 ALL ” PROGRAM**

### **Philosophy – Purpose of the program**

The program "The 100 km diet...an alternative nutrition proposal", was designed by the pedagogical team of the 7<sup>th</sup> Primary School of Keratsini within the framework of participation in the Erasmus + program entitled " Food 4 All ". The main goal is to raise awareness among students aged 8-12 years about the advantages of eating local products produced within a radius of 100 km ( *Note: the 100 mile diet = 163 km diet*).

Nutrition is undoubtedly influenced by the geophysical environment, the climate of a place, traditions and lifestyle. Greece traditionally formed a nutritional culture (Mediterranean diet) that was beneficial for health, friendly to the environment, built social relationships while also strengthening the local economy.

However, the change in lifestyle that has taken place in recent years has also brought changes in the eating habits of Greeks, as in all developed countries. The Mediterranean diet was sidelined.

The increase in the consumption of industrialized products, combined with the more general finding of the wrong nutritional choices of children, forces the planning and implementation of nutrition programs, in general.

The implementation of the six experiential workshops of the program "The 100 km diet...an alternative nutrition proposal", is a supportive tool in the hands of teachers, students, and their families for the adoption of a correct way of eating. It is recommended to adopt a diet with local products.

Through the exploratory-discovery method and cooperative teaching, students will create a more comprehensive understanding of the food they choose to put on their plate. Through a more enjoyable experiential model of education, they will better understand the information, process it, and utilize it by communicating it in many situations and in their family environment.

Where does food come from? How far did they travel to get to our plate? What is their path from the field to our plate? What are the consequences of food's journey to the environment? Where can I find local food? What do we know about primary food production? What are fuel odometers? What is the ecological footprint?

With the above axes of reflection as a reference point, students form attitudes and values, develop communication and creativity skills while laying the foundations for a diet choice in which the benefits outweigh.



### Implementation information - prerequisites

The workshops with their subsections are suggested to be held in the following order:

1. "I collaborate and... learn."
2. "Breakfast for friends, at school".
- 3.«Diet with local products: a culinary experiment or a new life experience?»
4. "I become a detective in the local market".
- 5.«The statistics.... in our kitchen".
6. "Local production on our plate".
7. "Our ecological footprint".
8. "The little explorers in the Central Vegetable Market".
9. "Invitation to a meal".
10. "Tonight we improvise."

Basic Internet search, word processing and spreadsheet skills are considered prerequisites for participating students.

Also, for the experiential workshops, the use of a PC and a video projector as well as access to the internet are necessary.

Simple materials will be used such as: papers, pens, paints, notebooks, forms for the questionnaires, paper boxes and product packaging, measuring paper. Also the materials (food) for the execution of the recipes are necessary as well as the materials (food) for breakfast at school.

Finally, for the visit to the Central Vegetable Market, we will ensure that the students are transported by private bus.



PROGRAM STRUCTURE			
SCHOLL	7th PRIMARY SCHOOL OF KERATSINI		
SUBJECTS	GOOD LIFE	SUBJECT	DIET
SUGGESTED GRADE / CLASSES	4 <sup>th</sup> -6 <sup>th</sup> (8-12 AGES)		
TITLE	THE 100 KLM DIET... AN ALTERNATIVE NUTRITION PROPOSAL		
PROGRAM OBJECTIVES	<p>The program "The 100 km diet...an alternative nutrition proposal", aims to strengthen the cultivation of soft skills, life skills, technology and science in primary school students, aged 8-12 years. The program is proposed to take place within the innovative course "Skills Workshops".</p> <p>More specifically, the goals of the program are:</p> <ol style="list-style-type: none"> <li><b>1. General Education - Learning objectives</b> <ul style="list-style-type: none"> <li>• To develop teamwork/communication skills.</li> <li>• To acquire skills of research, study, analysis, comparison and drawing conclusions.</li> <li>• To cultivate critical thinking and problem solving skills.</li> <li>• To acquire democratic values.</li> <li>• To develop their creativity and imagination through experiential learning.</li> <li>• To strengthen innovation efforts and promote initiatives.</li> <li>• To become familiar with multimodal texts.</li> <li>• To cultivate digital skills through the search, selection, management, recording, presentation of information on the PC.</li> <li>• To cultivate their skills in Language, Mathematics, Geography, Environmental Studies, KPA, Natural Sciences.</li> </ul> </li> <li><b>2. Specific learning - educational goals</b> <ul style="list-style-type: none"> <li>• To understand what local food production is and to learn the concepts of seasonality and origin of products.</li> <li>• To acquire knowledge about local and seasonal products in such a way as to include them in their daily diet and adopt a healthier lifestyle.</li> <li>• To understand the benefits of sustainable development related to the local products of the earth.</li> </ul> </li> </ol>		




- To learn about the 100 km diet and to understand the benefits but also the problems of adopting it in the daily life of their family.
- To acquire the skills of the thoughtful consumer, who combine healthy, nutritious and delicious food with environmental protection.
- To realize the value of the ecological footprint.
- To realize the relationship between consumption and the economy.
- To get to know areas of production and resale of products.
- To cook with recipes that make use of seasonal local products.

### **3. Psycho-emotional goals**

- To raise awareness of environmental protection and above all to understand that everyone – including themselves – has the responsibility of protecting the environment
- To raise awareness of the proper management of natural resources.
- To understand the dynamic role of the active and responsible citizen-consumer in a democratic society.
- To understand the specificities of professions related to food production.
- To understand the difficulties faced by farmers and in general those involved in the primary production sector.





Expected learning outcomes	Workshops	Activity Suggestions
	<p style="text-align: center;">1st EXPERIMENTAL WORKSHOP</p> 	
<ul style="list-style-type: none"> <li>● Create groups.</li> <li>● Cooperation contract.</li> <li>● Understanding of proper communication and collaboration</li> <li>● Introduction to the subject of the program, nutrition.</li> <li>● Initial reference to basic concepts of the program, local products, nutrition with local products.</li> </ul>	<p style="text-align: center;"><b>1st teaching hour</b> <u><i>"I collaborate and ... learn"</i></u></p>	<ul style="list-style-type: none"> <li>● Let's work together ... to learn.</li> <li>● The value of proper nutrition in our daily life</li> </ul>
<ul style="list-style-type: none"> <li>● Research and processing of information and data related to the origin of products.</li> <li>● Grouping and presentation of research results.</li> <li>● Safe internet browsing.</li> <li>● Development of collaborative skills.</li> </ul>	<p style="text-align: center;"><b>2nd teaching hour</b> <u><i>"Breakfast for friends, at school"</i></u></p>	<ul style="list-style-type: none"> <li>● Where does our food come from?</li> <li>● We all eat our breakfast together.</li> </ul>
<ul style="list-style-type: none"> <li>● Understanding the basic concepts of the program, primary production, local product, local food, 100 km diet, food miles</li> <li>● Development of digital skills.</li> </ul>	<p style="text-align: center;"><b>3rd, 4th &amp; 5th Teaching hours</b> <u><i>"Diet with local products: a culinary experiment or a new life experience ?" »</i></u></p>	<ul style="list-style-type: none"> <li>● I learn and understand concepts: primary production, local product, local diet, 100 km diet, food miles.</li> <li>● The alternative experiment of the 100 km diet.</li> </ul>




		<ul style="list-style-type: none"> <li>● I am making the digital map of my food neighborhood.</li> </ul>
	<p>2nd EXPERIMENTAL WORKSHOP</p> 	
<ul style="list-style-type: none"> <li>● Acquaintance – communication with producers of local products. Cultivating communication skills.</li> <li>● Field research to gather information on the origin of products.</li> </ul>	<p><b>1st teaching hour</b>  <u>"I become a detective in the neighborhood People's Market"</u></p>	<ul style="list-style-type: none"> <li>● Where do fresh seasonal fruits and vegetables come from?</li> </ul>
<ul style="list-style-type: none"> <li>● Edit the decoded information into spreadsheets and graphs.</li> </ul>	<p><b>2nd teaching hour</b>  <u>"Statistics...in our kitchen"</u></p>	<ul style="list-style-type: none"> <li>● The products on our map .</li> <li>● Magic charts!</li> </ul>
	<p>3rd EXPERIMENTAL WORKSHOP</p> 	
<ul style="list-style-type: none"> <li>● Construction of conceptual maps on the topic of local production in various sectors.</li> <li>● Cultivating skills of production and comprehension of written language.</li> <li>● Familiarity with multimodal texts.</li> <li>● Development of critical thinking.</li> <li>● Problem solving.</li> </ul>	<p><b>1st &amp; 2nd Teaching hours</b>  <u>" Local production on our plate "</u>      -</p>	<ul style="list-style-type: none"> <li>● I discover the relationship of local production with health, the economy, society, the environment and daily nutrition .</li> </ul>
<ul style="list-style-type: none"> <li>● Development of critical thinking.</li> </ul>		<ul style="list-style-type: none"> <li>● The 100km diet strengthens our ecological footprint.</li> </ul>



<ul style="list-style-type: none"> <li>● Empathy for global problems - environmental and economic crisis - related to nutrition.</li> <li>● Familiarity with multimodal texts.</li> </ul>	<p><b>3rd, 4th &amp; 5th Teaching hours</b>  <u><i>"Our Ecological Footprint"</i></u></p>	<ul style="list-style-type: none"> <li>● The life cycle of food.</li> </ul>
<p>4th EXPERIMENTAL WORKSHOP</p> 		
<ul style="list-style-type: none"> <li>● Meeting workers in the food chain of resale, packaging, and transportation.</li> <li>● Cultivating interpersonal skills.</li> <li>● Cultivating creative thinking and imagination.</li> </ul>	<p><b>1st &amp; 2nd Teaching hours</b>  <u><i>"The little explorers in the Central Vegetable Market"</i></u></p>	<ul style="list-style-type: none"> <li>● Experiential activity in the field of research - Tour of product trading areas. Tasting, cooking.</li> </ul>
<p>5th EXPERIMENTAL WORKSHOP</p> 		
<ul style="list-style-type: none"> <li>● Participation in an experiential activity, proposal for a menu with local products.</li> <li>● Development of initiative - innovation.</li> <li>● Development of imagination and creativity.</li> </ul>	<p><b>1st &amp; 2nd Teaching hours</b>  <u><i>"Invitation to dinner!"</i></u></p>	<ul style="list-style-type: none"> <li>● I'm becoming a chef! I cook with delicious &amp; nutritious local products.</li> </ul>



	<b>6th EXPERIMENTAL WORKSHOP</b> 	
<ul style="list-style-type: none"><li>●Development of oral expression skills.</li><li>●Cultivation of critical &amp; creative thinking.</li><li>●Reflection.</li></ul>	<b>1st teaching hour</b> <u><i>"Tonight we improvise!"</i></u>	<ul style="list-style-type: none"><li>● Roads are closed...food is lost!</li></ul>





## **1st WORKSHOP (4 teaching hours)**

### **1st Teaching hour : "I collaborate and learn "**

#### **Activities**

➤ ***The value of proper nutrition in our daily life***

The teacher discusses with the plenary of the department about the general theme of the program - nutrition - and its special importance in everyone's daily life. The interconnection of proper and balanced nutrition with health, the environment, society, and the economy is highlighted.

As an introduction to the discussion, he shows the following video:

[https://www.youtube.com/watch?v=bN\\_BbAbc-YQ&ab\\_channel=RainbowPlan](https://www.youtube.com/watch?v=bN_BbAbc-YQ&ab_channel=RainbowPlan).

➤ ***Let's work together ... to find out***

Afterwards, the teacher, aiming to strengthen the relationships of the students as well as their active participation, suggests that they be divided into groups in a random way (lottery). This is followed by an exchange of views and the rules of cooperation that must be observed by all those involved in the program. The students sign a "collaboration contract" and post it on the department's bulletin board and on the school's website. It is pointed out to them that the contract is very important both for the effective and efficient functioning of the groups and for the acquisition of new knowledge, values and attitudes. Roles and tasks are assigned to team members.

### **2nd teaching hour: "Breakfast with friends, at school"**

#### **Activities**

➤ ***Where does our food come from?***

Students are invited to bring food from home to prepare their breakfast in class. Each group is responsible for bringing foods from one of the following food groups that ideally make up the breakfast so that it is nutritionally balanced:

- 1) Dairy products (milk, yogurt or cheese) or egg,
- 2) Cereals (bread, breakfast cereals, toasts, nuts, bars, etc.) and
- 3) Fruits-Vegetables (fresh or dried fruits, natural fruit juices, raw or boiled vegetables).



After collecting the products, the teacher asks the question of their origin. The students read the packaging of the products and at the same time look for information from the internet.

Through this research they realize that the food they consume every day travels a long way until it reaches their plate. They note that their origin can be from distant countries as well as from nearby areas.

They complete [Worksheet 1](#), group the results of their research and present their first conclusions about the "journey" of the products to the plenary session of the department. They separate the breakfast foods according to their origin.





## WORK SHEET 1 – ORIGIN OF BREAKFAST FOOD

DAIRIES PRODUCTS / EGG	GREEK PRODUCTION	FOREIGN PRODUCTION
MILK		
CHEESE		
BUTTER		
KEFIR		
EGG		





## WORK SHEET 1 – ORIGIN OF BREAKFAST FOOD

CEREALS	GREEK PRODUCTION	FOREIGN PRODUCTION
BREAD		
BREAKFAST CEREAL		
TOAST		
CEREAL BAR		
BREADSTICKS		
WHOLEMEAL BISCUITS		





## **WORK SHEET 1 – ORIGIN OF BREAKFAST FOOD**

<b>FRUITS / VEGETABLES</b>	<b>GREEK PRODUCTION</b>	<b>FOREIGN PRODUCTION</b>
<b>APPLE</b>		
<b>PEAR</b>		
<b>FRESH ORANGE JUICE</b>		
<b>FRESH VEGETABLE JUICE</b>		
<b>DRIED FRUITS</b>		





3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Teaching hours : "Diet with local products: a culinary experiment or a new life experience?"

#### Activities

- *I learn and understand concepts: primary production, food miles, local product, diet with local products, diet 100 km.*

The teacher aiming to understand the basic concepts of the program - primary production, local product, diet with local products, food miles, 100 km diet - starts the activity by observing the image below and follows the method of guided questions.

The activity includes a related **power point**



Source: <https://food.wwf.gr/2018/06/18/%CF%84%CE%B9-%CE%B5%CE%AF%CE%BD%CE%B1%CE%B9-%CF%84%CE%B5%CE%BB%CE%B9%CE%BA%CE%AC-%CF%84%CE%B1-%CF%84%CF%81%CE%BF%CF%86%CE%BF%CF%87%CE%B9%CE%BB%CE%B9%CF%8C%CE%BC%CE%B5%CF%84%CF%81%CE%B1.html>



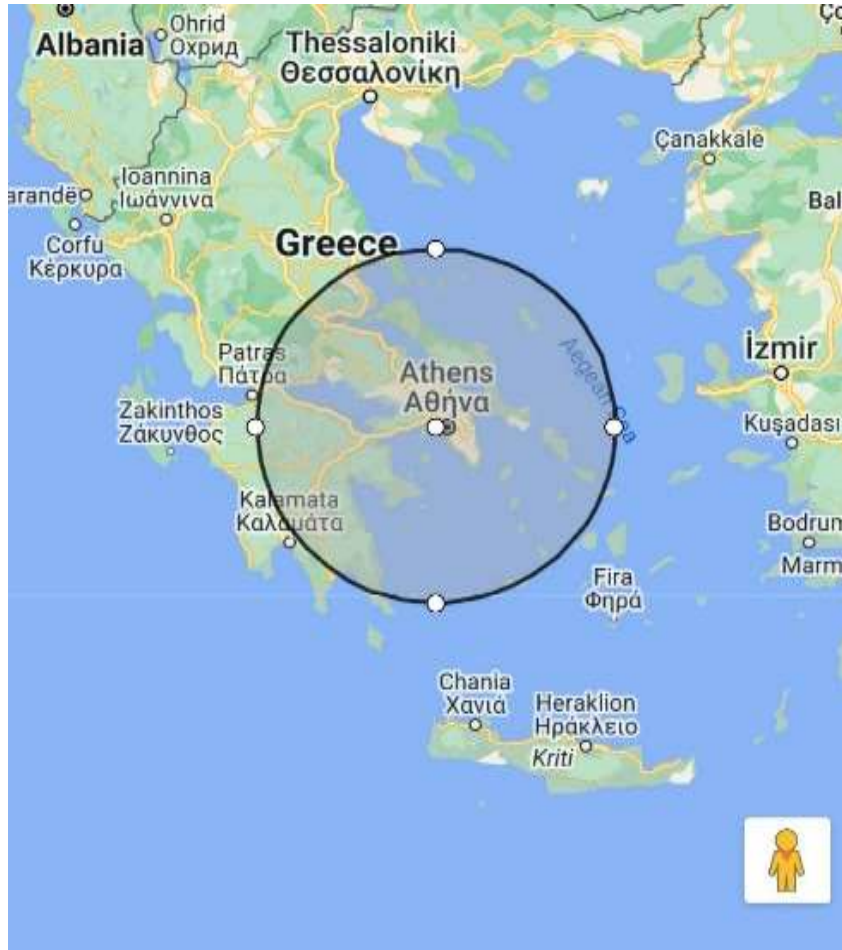
The questions are:

- **Where does food come from ?** Looking carefully at the map, the students find that bananas come from Ecuador, milk from Austria, coffee from Ethiopia, potatoes from Egypt, lemons from Argentina, fish from Senegal, wheat from Ukraine and the beef from France.
- **Are these products also produced in our country?** ( The answer is yes with the exception of coffee). The map of Greece shows the production areas of the respective foods, such as: bananas from Crete, milk from Larissa, potatoes from Naxos, lemons from Poros, fish from Aegina, wheat from Limnos, beef from Tinos. **The concept is defined: primary production.**
- **How are products transported from their place of production?** The groups are looking for ways of transportation using the internet. It is concluded that every food hides a journey, from its place of origin to our plate. **The concept is defined: food kilometers.**
- **Can you find how the products' short and long journeys differ?** The groups compare the cost, the energy, the accessibility, the availability of the products depending on the distance between the place of production and the place of consumption. **The concept is defined: local product.**
- **What if each family only consumed food that was produced within a short distance of their home and is also representative of each season?** The groups discuss the possibility of consuming food produced in nearby areas, so that the daily diet is based on local production. **The concept is defined: diet with local products.**

➤ **The alternative experiment: The 100 km diet**

The example of the two Canadians who wrote their experience in a book in 2007 and proposed the 100 km (100 miles) diet is presented diet ), i.e. diet with local and seasonal products. Their story can be found at <https://www.olivemagazine.gr/taseis/i-diaita-ton-100-million-pos-tha-itan-o-kos/>.

It is proposed as an idea, the adoption of a diet with local products in the students' daily life. The goal of this particular diet is to have delicious, nutritious, healthy and economical food combined with minimizing the miles covered by the products from their point of production.







## 2nd WORKSHOP (2 teaching hours)

**1st teaching hour: "I become a detective in the neighborhood People's Market"**

### **Activity**

- ***Where do fresh seasonal fruits and vegetables come from?***

A visit is made - under the supervision of the teacher - to the People's market of the neighborhood. The students - in groups - look for specific products (fruits and vegetables) and discuss with the producers about their origin. They complete the [WORK SHEET 2](#).

They identify the products - by type eg apples, fish, olives - produced either in nearby areas (up to 100 miles) or in distant areas or imported.





## WORKSHEET 2 - MARKET RESEARCH



FRUITS (1)	ATTICA	CORINTHIA	ARGOLIS	AEGEAN ISLANDS	NORTHERN GREECE	IMPORTED
APPLES						
PEARS						
ORANGES						
LEMONS						
POMEGRANATES						
GRAPES						





## WORKSHEET 2 – MARKET RESEARCH



FRUITS (2)	ATTICA	CORINTHIA	ARGOLIS	AEGEAN ISLANDS	NORTHERN GREECE	IMPORT ED
STRAWBERRIES						
–						
CHERRY						
PEACHES						
BANANAS						
MELONS						
TANGERINES						





## WORKSHEET 2 - MARKET RESEARCH



VEGETABLES (1)	ATTICA	CORINTHIA	ARGOLIS	AEGEAN ISLANDS	NORTHERN GREECE	IMPORTED
TOMATOES						
CUCUMBER						
CABBAGE						
CARROTS						
LETTUCE						
GREENS						





## WORKSHEET 2 – MARKET RESEARCH



OTHERS	ATTICA	CORINTHIA	ARGOLIS	AEGEAN ISLANDS	NORTHERN GREECE	IMPORTED
OLIVES						
EGGS						
HONEY						
LENTLES						
MUSHROOMS						
BEANS						





## WORKSHEET 2 – MARKET RESEARCH



VEGETABLES (1)	ATTICA	CORINTHIA	ARGOLIS	AEGEAN ISLANDS	NORTHERN GREECE	IMPORTED
POTATOES						
ONIONS						
BEETS						
ARTICHOKE						
GREEN BEANS						
LEEKs						





## 2nd teaching hour: "Statistics ... in our kitchen"

### Activities

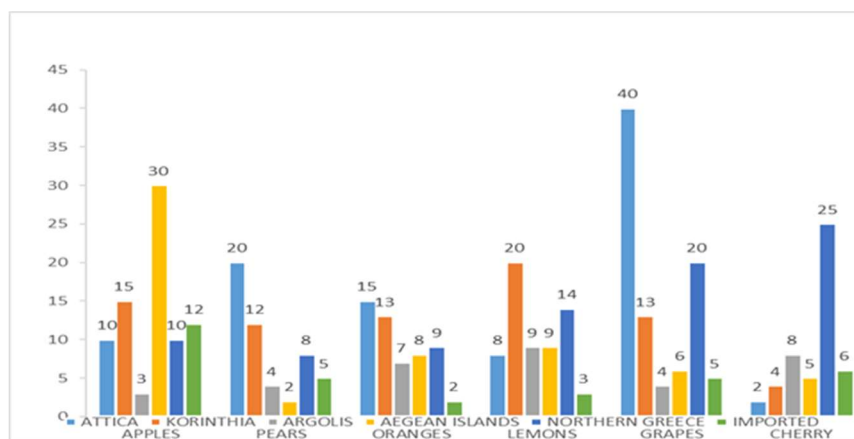
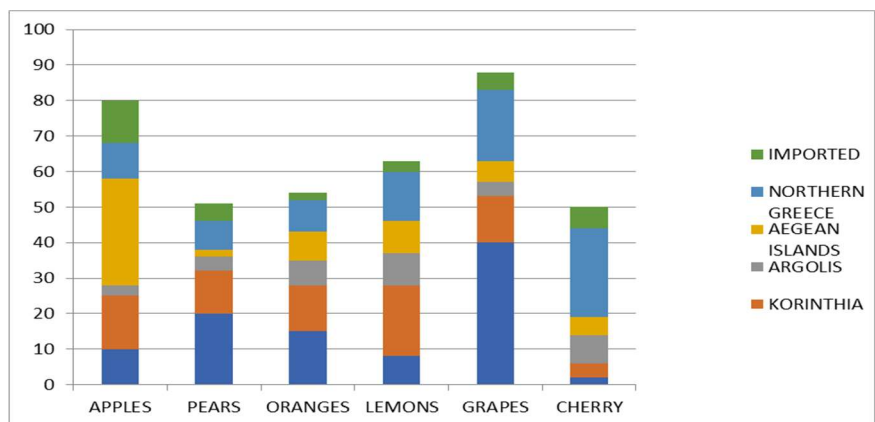
#### ➤ *The products on our map*

Each group is asked to decode the results of Worksheets 2 into excel spreadsheets . They don't fail to use the interactive digital map to find out what the local products are. The object of the student research is the quota of products according to their origin. They are looking for what kind of products are traded in the local market and therefore what kind of food they consume in their homes.

#### ➤ *Magic charts*

By group, they convert excel into graphs to visualize the results of their research and to make the conclusions of the research more understandable and clear. The graphs are posted on the class bulletin board so that all the students are informed. The origin of the food sold in the People's Market becomes distinct and, accordingly, the origin of everyday food becomes known.

Both the digital map and the charts are posted on the school's website.





### **3 th WORKSHOP (4 teaching hours)**

#### **1st & 2nd Teaching hours: "Local production on our plate"**

##### **Activity**

- ***I discover the relationship of local production with health, the economy, society, the environment and daily nutrition.***

The groups of students undertake to complete conceptual maps on the benefits and challenges of eating with local products. Concept maps are important methodological tools that favor the teamwork process, encourage active participation and help cultivate thinking and expression.

With the help of targeted questions from the teacher, the students look for and record the correlations between: local production & health, local production & economy, local production & society, local production & environment. At the same time, they identify any challenges/problems arising from the adoption of this particular diet.

In more detail, they identify and record in the conceptual maps:

**Health :** Local legislation ensures the use of fewer preservatives and more direct controls for food safety. Consequently, readily available seasonal foods are healthier, tastier and more nutritious.

Challenge: The lack of variety in the available seasonal products eg carrots only in winter and tomatoes only in summer.

**Daily Nutritional value:** The short transport time between the place of production and the place of consumption enhances the quality and ensures the minimum deterioration of nutrients, e.g. vitamins.

Challenge: The lack of healthy products that cannot be produced in the specific area, e.g. bananas.

**Economy:** Increase of jobs in the fields of production, management, promotion of local products and reduction of production chain costs. Consequently, the local economy is stimulated and purchasing power is strengthened.

Challenge: Economically weaker countries whose economy is based on agricultural products will collapse economically due to a decrease in their exports.

**Society :** Consumer-producer interaction and adoption of the practice that local seasonal products improve nutrition. Promotion of local cuisine and proper food management.

Challenge: The interdependence of consumption and global production has a catalytic effect on product prices.

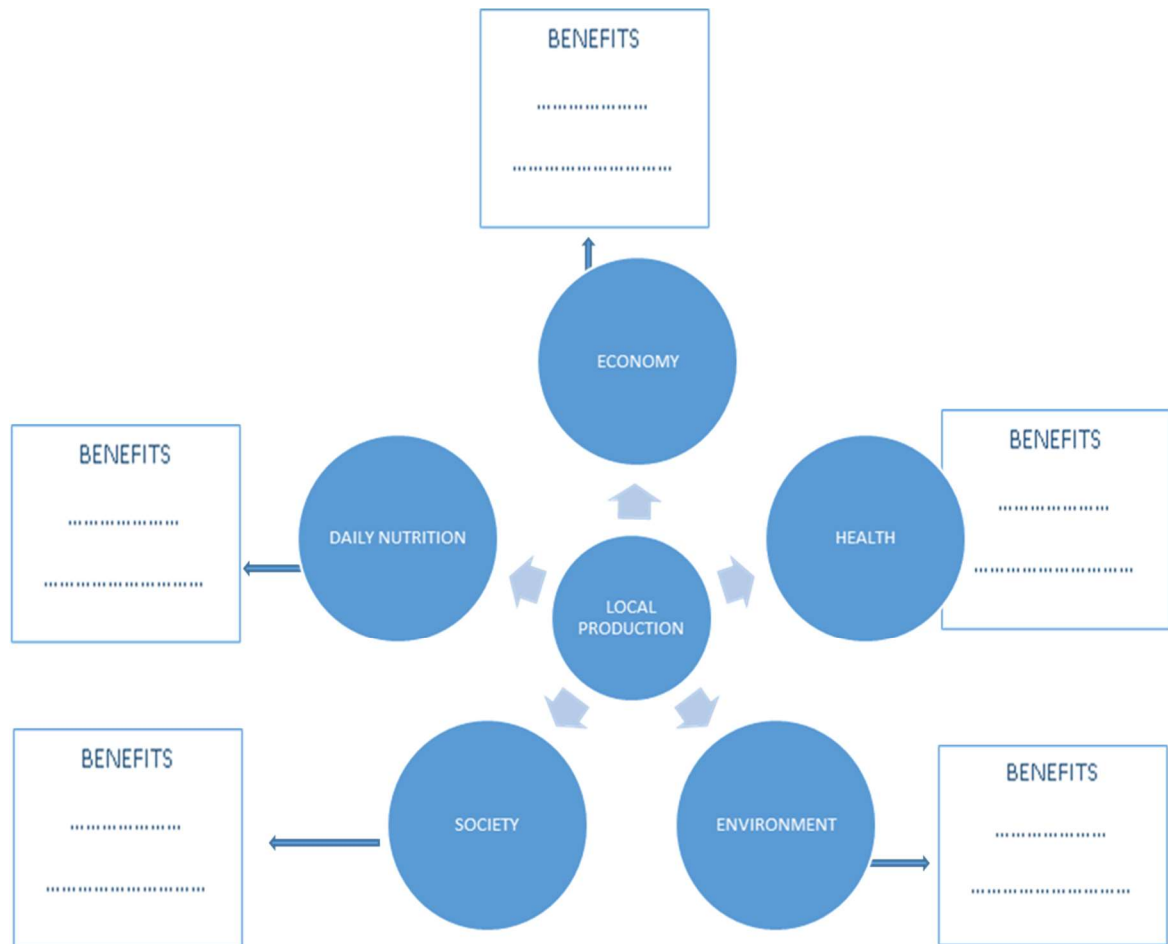
**Environment:** Reducing pollution from fossil fuels. Limitation and more control over the use of pesticides. Empowering local producers by increasing demand for local products.

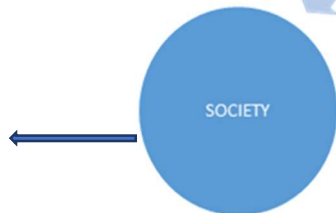
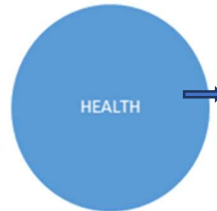




Challenge: The amount of energy required per food depends not only on the mode of transport but also on the method of cultivation and the sustainability of the location.

The completed concept maps become a poster on the school's website.







### 3rd & 4th Teaching hours: "Our ecological footprint"

#### Activities

- ***The 100 km diet boosts our ecological footprint.***

In order to clarify the concept of the ecological footprint, the teacher first suggests that the students watch the following video carefully:

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

<http://kalyterizoi.gr/yliko/ti-einai-oikologiko-apotypoma>

After the first contact with the concept of the ecological footprint, the students are invited to take part in an **experiential activity**, entitled "*Two paper boxes full of ...footprints*".

The students realize through the playful form of the activity, that our food is inextricably linked to the ecological footprint and that our food choices determine the environmental consequences of the present and the future. Consequently, eating with local products helps us to leave a smaller ecological footprint.





### **"Two paper boxes full of ...prints"**

- **Materials**

Packaging of Greek food products, origin up to 100 km, origin more than 100 km but also imported. Each child brings 10 packages.

Notebooks - pen

Empty paper boxes

- **Implementation**

The class teacher divides the class into two random groups. The purpose of each group is to sort the packages within a predetermined time limit. Each team has two paper boxes A and B.

The selection criteria are defined as:

- a) The origin of the product (if it comes from a radius of 100 km from our place, if it comes from more distant regions of Greece, or from abroad)
- b) The type of packaging (paper, plastic, glass, metal).
- c) The processing of the product (basic e.g. for pulses, large for biscuits...).
- d) The seasonality of the products.

In the A box are the packages that meet the criteria with the least burden on the product (e.g. local-seasonal-paper packaging-fresh), while in the B box are placed the most burdened ones (e.g. imported – non-seasonal-plastic packaging- high processing) . So in box A they have the smallest ecological footprint while in box B the largest.

At the end of the exercise, each team counts the packages in box A and B. The team that has placed their packages quickly and correctly wins.





### ➤ **The life cycle of food**

The teacher explains that every product starts in the field, goes to the factory for processing, is packed in the

packing house, stored, loaded on a truck/ship/train/plane, distributed to food vendors, bought by the consumer and a part of ends up in the waste. This is the life cycle of every food, production-processing-packaging-storage-transport/handling-waste production.

Every food goes through its life cycle consuming energy and burdening both the environment and the economy.

The groups of students are asked to choose a very favorite packaged product, eg ice cream, crisps, croissants, milk, and thoroughly research the processes that take place until it reaches their hands. To do this they use a [questionnaire](#) for each process of the food life cycle. Then for each product they make a board - poster. All the posters are hung in school premises as a collage on the life cycle of our favorite foods.

It becomes evident that the life cycle of food has a decisive effect on the ecological footprint, so local products are preferred.





## QUESTIONNAIRE

### A. RAW MATERIALS AND PROCESSING

1. What are the raw materials and energy sources used to produce most products?
2. Where is the product's raw materials produced?
3. What is the place of processing of the product?
4. What processes are used to process the raw materials?
5. How do these processes affect the environment?

### B. TRANSPORT AND DISTRIBUTION

1. How far has the product traveled from the place of production, to the place of processing and then to the place of sale?
2. What was the means of transport in these movements?
3. How far does the consumer travel to buy it?
4. Can the consumer buy the same product in bulk and carry it in his own container?

### C. CONSUMPTION

1. Is the product fresh or processed/processed?
2. Is the product a staple in your daily diet?
3. Is it an advertised product?
4. Is it an expensive or cheap product?

### D. WASTE DISPOSAL

1. What is the product packaging?
2. Is the packaging made of recyclable materials?
3. If the product or its residues end up in the environment, does it cause pollution?
4. How do you manage its waste and packaging?





#### **4th WORKSHOP (2 teaching hours)**

**1st & 2nd Teaching hours "The little explorers in the Central Vegetable Market"**

##### **Activity**

- ***Experiential activity in the field of research - Tour of product resale areas.  
Tasting, cooking,***

The students together with the teachers visit the Central Vegetable Market of our region. After the welcome from the program managers, the students are guided to the Consumer Market. There they discuss the products of the stores and the professions involved in the journey of fruits and vegetables from the field to the shelf.

Then they participate in a taste test with local healthy products. Through the testing of fruits, vegetables and products of the Mediterranean diet, they are introduced to the world of healthy and sustainable nutrition.

Next comes the time of creation! The next activity involves them in an experiential activity as they cook with healthy local products and at the same time learn to prefer healthy snacks in their daily life (baked apples ..sweet potato)





## 5th WORKSHOP (2 teaching hours)

1st & 2nd Teaching hours: "Invitation to dinner!"

### Activity

- *I'm becoming a chef! I cook with delicious & nutritious local products.*

The students are asked to cook at school based on what they have discussed, researched and discovered. Each group chooses its basic ingredients from the range of local products available at the neighborhood People's Market and supermarket.

They are given the opportunity to cook delicious, nutritious and healthy food. Create a meal oriented to seasonality, local origin, accessibility and availability of products. They realize the relationship between their daily diet and the offered products!

In addition, students cultivate cooperation, creation, friendship through cooking. [The recipes](#) are the springboard to develop their skills and promote the attitudes and values they acquire from the program.







## Recommended recipes

### Bread in the hull

½ tsp flour

1 sachet of dry yeast

1 tablespoon salt (fine)

2 glasses of warm water

1 tablespoon of oil



Put the flour and salt in a bowl and mix them. Dissolve the yeast in the warm water. Make a well in the flour and add the oil and water with the yeast. We start the kneading. We make sure that the dough is fluffy but also that it does not stick to our hands. If necessary, add flour or warm water. Shape the dough into the desired shape and put it in the pan. Cover it and leave it in a warm place to rise. We know it's ready when the dough rises. Then score the bun with a sharp knife, sprinkle with sesame seeds and bake. The oven must be preheated. Bake with the lid of the pan covered at 200°C for about an hour. Our bread is crunchy and musky!

### Eggs with tomatoes

4 eggs

4-5 peeled tomatoes

½ cup oil

½ tablespoon of salt

A little pepper



Break the eggs into a deep dish and beat them. Peel and deseed the tomatoes. We rub them and put them in a wide pot to boil. When the water is saved, add the oil and add the beaten eggs. Mix well until the tomato-egg mixture stabilizes. Turn off the stove, add salt and pepper and wait a while until our food hardens completely. We eat with fresh bread!



### **Piazz beans (bean salad)**

350 grams of finely chopped beans

2 -3 tomatoes in pieces

1 cucumber in slices

2 peppers in slices

1 finely chopped onion

2 tablespoons chopped parsley

7-8 olives

½ cup oil

2 tablespoons of vinegar

Salt Pepper



Wash the beans and boil them in plenty of water for about an hour until they are soft. Drain the boiled beans and pour them into a large salad bowl. Pour the vinegar, oil and season with salt and pepper. Cover the salad bowl with cling film and let them cool. When they cool down, add the chopped vegetables, olives and parsley. Mix very well and taste!

### **Pomegranate salad**

1 peeled pomegranate

2 apples in slices

½ kilo of fresh spinach

1 bunch of fresh parsley

100 grams of coarsely chopped walnuts

150 grams of grated cheese

½ lemon

Salt

Pepper

Oil



Clean, wash, coarsely chop the vegetables and put them in a salad bowl. Add the apples, walnuts, pomegranate seeds, cheese. Beat the oil, lemon juice, salt and pepper and pour over the salad. Put the salad in the fridge for 15 minutes and it's ready!



### **Baked apples**

4 apples

2 teaspoons of cinnamon

2 teaspoons of honey

Oil

Honey and cinnamon for serving



Take the apples and cut off their lids. With a spoon, remove their insides and transfer them to a bowl. Pour the cinnamon and honey into the bowl and mix until the filling is homogeneous. Fill the apples with the filling, cover them and oil them on the outside. Transfer them to an oven tray lined with parchment paper. Bake in a preheated oven at 190°C in the air for 25 minutes. Remove the pan from the oven, serve with honey and cinnamon and enjoy. So simple!

### **Yogurt with honey and nuts**

1 cup of strained yogurt

1 tablespoon of honey

4-5 coarsely chopped walnuts

Pour the yogurt into a glass bowl and put the honey and walnuts on top. The sweet treat is ready!



Sources:

Children come, the food is ready, Edition of 13th-21st Primary Schools of Keratsini, Keratsini 2003

<https://www.giorgostoulis.com/syntages/gluka/psita-gemista-mila>

<https://www.cretangastronomy.gr/2019/03/fasolia-piaz-salata-piyazi/>



## 6th WORKSHOP (1 teaching hour)

Teaching hour: ""Tonight we're improvising!"

### Activity

#### ➤ *Dissemination of the program – feedback*

In the context of dissemination and feedback, the students undertake to present experientially what they understood during the program. They are invited to participate in a [role-play](#) with the aim of solving a problem. Each child takes on a role and argues based on what they learned from the previous activities. The feedback of the participants in the action is achieved through the projection and acceptance of attitudes and values. The common goal is to solve the problem with commonly accepted arguments and action planning.

The spectators are the other members of the school community (students, teachers, parents).

The subject is drawn from the topicality and the juncture of time. (e.g. economic crisis, environmental problems, climate change)

The aim of this specific experiential game is to highlight the proposal of adopting a diet/nutrition with local products produced at a distance of 100 km.

The realistic scenario also motivates viewers to think and act as conscious consumers and active citizens.

In conclusion, feedback and dissemination of the program is done.



## Role game

### "Roads are closing...food is disappearing!"

#### Case

*" Farmers have blocked the roads on the national highway. At the same time, the seafarers are also on strike. This has the result that Attica cannot be supplied with food products from the rest of the country as well as from abroad. It is unknown when the strikes will stop ."*

The above problem is looking for immediate solutions. Students must find long-term solutions, as this situation may repeat itself at other times in the future.

#### Instructions-execution

The teacher divides the class into five groups. Each group is a set of different professionals as well as citizens, involved in the problem.

Group 1: Mayor, municipal employees

Group 2: Traders of food products, employees of transport companies

Group 3: Producers of products

Group 4: Farmers, seafarers (striking)

Group 5: Citizens (consumers)

The teacher assigns to each group the drafting of arguments and proposals for definitive solutions to the problem. Approximately 20' is given for the above procedure.

At the end, according to the scenario, the municipal council is convened, where the proposals of all the groups will be presented with the respective arguments.

The role of the administrator of the discussion is assumed by the teacher to facilitate the procedures.

