

Europeana Learning Scenario

Title

Food for Thought: sustainable learning experiences

Author(s)

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Abstract

Our lives have changed and, consequently, we are facing many challenges: maintaining healthy diets, being resilient and raising awareness for sustainable food, food waste and food loss. Food for thought, by means of sustainable learning experiences, can happen by celebrating the International Year of Fruit and Vegetables, thus promoting meaningful connections. By learning within a *Farm to Fork strategy* approach, students learn that we can eat nutritious food and get the energy we need. What is more, they understand that healthy diets will determine the health of our planet.

Many painters and writers have been including food in their masterpieces. As a matter of fact, all around the world people honor life and death with food. Besides being part of our family traditions and stories, food connects people.

Keywords

Table of summary

<i>Table of summary</i>	
Subject	<i>English Citizenship Portuguese (mother language) French Science Physical Education History Geography Art</i>
Topic	<i>Healthy and sustainable eating</i>
Age of students	<i>13-14</i>
Preparation time	<i>360m</i>
Teaching time	<i>300m</i>
Online teaching material	English and Citizenship lessons: Jamboard-Dia de Reis @AEGCC (8°C: 2021)

	<p>LCAE eTwinning Project Logo 1 (Portugal)</p> <p>Fruits and vegetables, your dietary essentials</p> <p>https://www.mentimeter.com/</p> <p>https://pt.bloggif.com/</p> <p>Google Classroom</p> <p>DecoJovem</p> <p>SiteStar competition (2nd Phase) with the project We CARE at AEGCC (2nd Phase)</p> <p>Stone Soup by Ann MCGovern; illustrated by Winslow Pinney Pels video:</p> <p>Canva</p> <p>Teacher and students' collaborative work (ebook)</p> <p>Suggestion for the French lessons:</p> <p>Why France Goes Weak at the Knees for King Cake</p>
<p>Offline teaching material</p>	<p>Novos Contos da Montanha, by Miguel Torga, Gráfica de Coimbra, 1979</p> <p>Drawing pencils and colored; drawing/recycled paper; eraser; pencil sharpener; food and cooking items; fruits and vegetables</p> <p>International Year of Fruits and Vegetables 2021, communications Handbook and Toolkit, Food and Agriculture Organization of the United Nations</p> <p>Stone Soup by Ann MCGovern; illustrated by Winslow Pinney Pels</p>
<p>Europeana resources used</p>	<p>Feast of the Epiphany</p> <p>The Three Kings bring offering to the Infant Jesus. Engraving by N. Dorigny after C. Maratta</p> <p>Bäuerin beim Hühnerfüttern (farmer feeding the chickens)</p> <p>Health Loaf</p> <p>Recipe vegetable soup</p> <p>Landscape with Fruits and Vegetables in the foreground</p> <p>Collage of mixed fruits and vegetables, MRI</p> <p>Suggestion for the English, Science and Art lessons:</p> <p>Collage of mixed fruits and vegetables, MRI</p>

Suggestion for the English and History lessons:

[Used ration book and two ration book supplements, England.](#)

Suggestion for the History/Geography/Science lessons:

[Feira do pastor e do queijo em Aguiar da Beira](#)

Suggestion for the English, Citizenship, History and Religion lessons:

[Feast of the Epiphany:](#)

[The Three Kings bring offering to the Infant Jesus. Engraving by N. Dorigny after C. Maratta](#)

Suggestion for the English, Citizenship and Physical education lessons:

[Europeana Sport Season](#)

Suggestion for all subjects:

[Prevention of food poisoning, shown by a roast joint on a plate "For health's sake cool food quickly"](#)

[The regular washing of hands. Lithograph, ca. 1960.](#)

[Postcard with advertisement for patisserie](#)

[Gemüseangebot](#)

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Integration into the curriculum

Students must learn how to exercise citizenship throughout life, and it takes place in every aspect of their lives. At school, they learn how to articulate the knowledge they gain in every subject and deepen the understanding of different issues. The essential Learning Outcomes of every subject allow the promotion of innovative teaching and learning practices.

As far as the Learning Outcomes of the different subjects are concerned, the interdisciplinary learning moments can take place with many of the mandatory areas/topics such as Life on planet Earth and Sustainability on Earth, value the knowledge gained from other subjects, as well as the process of promoting student autonomy, critical thinking, and creativity.

Aim of the lesson

Specific aims (English and Citizenship):

- To develop literacy in the English language
- To reinforce learning within and across subjects
- To raise students' awareness of our intervention on Earth
- To help students reflect on their identity and how it relates to the food they eat/like
- To promote learning about food

General aims:

- To understand when it is advisable to use mobile devices.
- To realize the importance of reconnecting with what's important.
- To help students activate prior knowledge.

Outcome of the lesson

The students were able to work collaboratively, choose the activities they felt comfortable with and make connections:

Not only did the SEN students feel comfortable with the activities, but the other students also felt comfortable. Although there are only two SEN students in class, the other students have diverse abilities and deal with the requirements of the curriculum at their own pace. Therefore, I think they were engaged because they all had time to complete the activities, in fact they all did the same activities: they started the illustrations in one lesson and completed them in another lesson, they even had the chance to do something at home.

As far as Religion is concerned, only four students attend the subject (it is not a compulsory subject in Portugal). However, all students were engaged in the description of the pictures and took part in the Jamboard activity.

These are times of great stress and anxiety. Still, students developed resilience and we were all able to maintain positive learning environments and make connections with prior knowledge and stories we have been sharing.

Trends

CLIL: English is also used as the target language of some resources to teach some Citizenship areas.

Flipped classroom: students work on their own at their own pace.

Mobilization of different literacies: students use different digital devices, understand different communication formats, make decisions about the information they gathered, understand their rights and responsibilities, and communicate with others creatively.

Outdoor education: planting is an opportunity to gain hands-on knowledge and social skills (as far as this Learning Scenario is concerned, the planting will take place when distance learning comes to an end and we all go back to school, in spring, probably)-

Project-based learning: the teacher is the facilitator, and the students gain knowledge by interacting with others.

Student-centered: students learn through interactions with their peers in new learning experiences

21st century skills

Autonomy: by working on their own at their own pace

Creativity: by interacting in class, taking notes, producing artwork and writing poems and, therefore, making teacher’s Learning Scenario more creative

Collaboration: by interacting and exchanging ideas with their peers in groups; by helping make the school a better place

Communication: by communicating their ideas, suggestions and by asking about meaning

Critical thinking: by understanding the content of the different resources, by thinking about others and developing our strengths in groups/ in a community; by thinking about the importance of living a sustainable life with others and in harmony with planet Earth.

Curiosity: by being aware, ready, and willing to explore new ideas of connecting different subjects and content at school and outside school

Digital Literacy: by being able to interpret and make decisions to use information (found with the help of information and communication technologies) responsibly.

Information Literacy: by searching for information effectively and efficiently (being able to identify, evaluate and use information)

Resilience: by carrying on despite the difficulties in understanding some difficult words and specific special needs; by overcoming the fear of speaking in public (the whole group and the teacher); by responding to the stress and the adversity of the Covid-19 pandemic

Social skills: by interacting with their peers in groups and with the teacher, in and outside the classroom.

Activities

Name of activity	Procedure	Time
Making connections 1	Oral work/Vocabulary work and revising verb tenses. (Present Simple and Present Continuous; Past Simple and Past Continuous) As the students read an adaptation of <i>Twelfth Night</i> by William Shakespeare (some scholars say the play celebrates the spirit of the twelfth night) in the previous lesson, they know that the expression means “the eve of the Epiphany” or the “twelve nights” after Christmas. Still, the teacher asks them to activate their prior knowledge.	10m 10m

The teacher asks them to describe one picture in which “The three kings bring offerings to the infant Jesus. Engraving by N. Dorigny after C. Maratta.”



e.g.: “What type of picture is it? (an engraving)”; “Where/Who are they?”; “What are they doing?” “What are they wearing?”; “What are they eating?”

10m

Then, the teacher shows them another picture and the procedure is repeated:



Feast of the Epiphany, anonymous, c. 1600 - c.

1649

e.g.: “What type of picture is it? (a painting)”; “Where/Who are they?”; “What are they doing?” “What are they wearing?”; “What are they eating?”

10m

[Feast of the Epiphany:](#)

[The Three Kings bring offering to the Infant Jesus. Engraving by N. Dorigny after C. Maratta](#)

10m

The sentences are written on the board as the students provide the description of the pictures.

Then the teacher asks the students to rewrite the sentences by using the Past Simple and the Past Continuous.

The teacher sends the students a Jamboard link to work collaboratively and make connections with other subjects (Portuguese, French, History and Religion): The Feast of the Epiphany (What is it? What do people eat?).



Note- The students use their mobile phones to do the task.

**Citizenship
 in English or**

Watching a video(2x)

Celebrating the International Year of Fruits and Vegetables (IYFV)

The students watch a video about fruits and vegetables:

5m

<p>English in Citizenship</p>	<p>#IYFV2021: Fruits and vegetables, your dietary essentials</p> <p>Oral work The teacher repeats the words in the video, uses non-verbal communication (gestures) to clarify the difference between the adjectives (sweet or bitter; soft; crunchy), and then, explains the meaning of the words (nouns, verbs and adjectives) in Portuguese.</p> <p>The teacher asks the students to say one word they particularly noticed while watching/listening to the video (the video has subtitles) and writes the words on the board.</p> <p>The teacher asks the students to explain the choice they made and invites them make connections with other subjects/topic areas: e.g. Sustainable and healthy eating; food loss and food waste: “sometimes awkward or misshapen” (English; French; Portuguese; Science; Physical Education)</p> <p>Colours, shapes and nutrition: “Ripe, delicious, lush, nutritious, we come in all shapes and sizes, colours and shades” (English; French; Portuguese; Science; Physical Education; Art)</p> <p>Traditions; celebrations; families; literature; art: “history, culture and traditions ... we don’t just fill your plate, we fill your stories and memories” (all subjects)</p> <p>Human Rights; Global Goals: “forgotten or neglected ... but never, ever ugly, whatever people say” (all subjects)</p> <p>Note - This Citizenship lesson is conducted in English and in Portuguese.</p>	<p>15m</p> <p>5m</p> <p>25m</p>
<p>Making connections 2</p>	<p>Oral work/Vocabulary work and revising verb tenses (Food Idioms and adjectives)</p> <p>The students do the activity in the coursebook related to food idioms (matching the idiom with its meaning) and recall the Citizenship lesson in English. e.g. An apple a day keeps the doctor away. /It is healthy to eat this fruit. As cool as a cucumber. /To be very calm</p> <p>Art and language work/critical thinking work Creative activity: “Food for Thought” The students apply the knowledge they gained so far and create a logo for “Food for Thought”.</p>	<p>20m</p> <p>30m</p>

	 <p style="text-align: center;">Samples of students' work</p> <p>Note - The activity is not a competition. The students are 20 altogether, so we will have 20 logos.</p>	
<p>Flipped classroom</p>	<p>The students work on their own at their own pace and carry on with their artwork.</p>	
<p>Making connections 3</p>	<p>Storytelling</p> <p>The teacher tells the students that, as a year 8 student, she also read the short story they read in Portuguese in December 2020 (Natal¹ by Miguel Torga). She shows them her book.</p>  <p>The teacher asks the students to recall some of the main ideas in the story: Garrinchas is an old man; he is homeless; on Christmas Eve he eats his slice of bread inside a chapel.</p> <p>The teacher also asks them about the title of the story they are going to read in the following Portuguese lessons: Arroz do Céu² by José Rodrigues Miguéis.</p> <p>The teacher asks the students if they recall any folk tale related to food, either told by their relatives or read at school. Most students refer to the Stone Soup story and in turns they speak about the main characters and the plot.</p> <p>The students watch a video (2x) Stone Soup by Ann MCGovern; illustrated by Winslow Pinney Pels video:</p> <p>The teacher sends the students a Mentimeter link. The students use their mobile phones to access the link and write 3 words they know the meaning of and the word cloud is built as they take part in the activity.</p>  <p>Teachers whose students have severe learning disabilities could use this resource: http://www.ric.edu/sherlockcenter/dsi/soup.pdf</p> <p>The teacher gives feedback on the meaning and spelling of the words.</p>	<p>10m</p> <p>2m</p> <p>10m</p> <p>15m</p> <p>5m</p> <p>8m</p>

	¹ Christmas ² Rice from heaven (free translation)	
Making connections 4 (distance learning after a two-week break)	<p>Describing pictures (Oral and written work)</p> <div data-bbox="370 300 597 478">  <p>Picture 1</p> <p>Bäuerin beim Hühnerfüttern (farmer feeding the chickens)</p> </div> <div data-bbox="370 552 625 789">  <p>Picture 2</p> <p>https://www.youtube.com/watch?v=7VQMVaD_LyQ</p> </div> <p>The teacher asks the students to describe the two pictures and make connections between them.</p> <p>Describing picture 1:</p> <ul style="list-style-type: none"> ● It is a photograph. ● It is in the country. It is a farm. ● We can see a woman in the picture. She is a farmer. She is young. ● She is feeding her farm animals (chickens). ● We can see some stones next to the chickens. ● It is an incredibly old house. <p>Describing picture 2:</p> <ul style="list-style-type: none"> ● It is an illustration. ● We can see a woman and she is carrying onions. She is an old woman. ● She is outside her house in her vegetable garden. ● She lives in the country. ● We can see some wild birds. <div data-bbox="370 1539 509 1682">  <p>Pixabay</p> </div> <p>The teacher asks the students: “What did the young man put into the pot?” and writes their answers:</p> <ul style="list-style-type: none"> ● water ● a stone ● onions 	<p>10m</p> <p>10m</p> <p>10m</p>

	<ul style="list-style-type: none"> ● carrots ● beef bones ● barley ● pepper ● salt ● butter <p>The teacher reads the questions and asks the students to answer one of them. The students answer one of the questions and fill in the lesson Google Document with the photo of their notebook.</p> <p style="padding-left: 40px;">Where did the young man put all the ingredients? Did he put a stone and vegetables into the pot? Where did the old lady get the vegetables? What is the lesson in this story? What did you like about this story?</p>	5m 15m
<p>Flipped Classroom</p>	<p>Creating school-family empathy</p> <p>The students will analyze the photo of the Health Loaf or read the vegetable soup recipe and compare it to their parents' recipes. They will be asked to bake a loaf of health loaf or prepare a soup with a family member and take photos of the process without identifying people's faces and share it on the English Google Classroom pages.</p> <p>Health Loaf</p> <div style="text-align: center;">  </div> <p style="text-align: center;">recipe vegetable soup</p>	
<p>"Twelfth Night" or "What you will" (distance learning after a two-week break)</p>	<p>Giving students autonomy and the power to choose</p> <p>The students will be able to develop their creativity by designing a piece of artwork, either a photo or drawing, inspired in these Europeana resources:</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Collage of mixed fruits and vegetables, MRI</p> <div style="text-align: center;">  </div> <p style="text-align: center;">https://www.europeana.eu/en/item/90402/SK_A_3743</p> <p>Landscape with Fruits and Vegetables in the foreground</p>	50m

	They will be asked to take photos of the process and share it on the English Google Classroom pages.	
Flipped Classroom (when we stop distance learning)	 <p>Photos of the strawberries the teacher will give the students (in the teacher's garden and in recycled milk cartons)</p> <p>In the first term, the teacher gave the students some plants (and recycled pots for those who did not have them at home).</p> <p>This term, the intention is to give them strawberry plants and help them realize that plants have a specific time to grow. The strawberry plants are ready and will be given to the students when we go back to the classroom, hopefully in March or April.</p>	
Wrapping up or not	<p>Food Poetry reading and writing</p> <p>To continue celebrating the International Year of Fruits and Vegetables, the students will be asked to read the following poem.</p> <p>Students check the words they know the meaning of. Then, they are asked to write a poem about a food item. They can inspire themselves in "This is Just to Say " or they can create a calligramme (they got familiar with Guillaume Apollinaire's work last year).</p> <p>This Is Just to Say William Carlos Williams - 1883-1963 (New Jersey, USA)</p> <p>I have eaten the plums that were in the icebox</p> <p>and which you were probably saving for breakfast</p> <p>Forgive me they were delicious so sweet and so cold</p>	

Assessment

The students will fill in a Google Form and give their opinion about the different activities and resources used in the implementation of this Learning Scenario.

***** AFTER IMPLEMENTATION *****

Student feedback

One way of getting my students' feedback is when I notice that they are engaged, write down the notes on the board, have organized notebooks, take an active part in class, and refer to the ideas, words, activities they do not understand. This kind of student feedback helps me reshape my teaching practice and guide students towards improvement, and it also fosters teacher-student empathy.

During the lessons at school, the students had to sit apart from each other to maintain a healthy social distance. However, during the artwork activities they were able to get a glimpse of each other's work and give each other positive feedback.

The online lessons allow students to give feedback, both to their peers and the teacher, by speaking or writing in the forums.

Teacher's remarks

We will carry on addressing issues such as food sustainability, nutrition, healthy lifestyles as we are involved in eTwinning projects, Little Chefs Around Europe; We CARE (We Collaborate Actively and Resiliently on Earth) and in The Goals Project.

I taught some of these students when they were in year 4; it's my second year as their teacher of English and Citizenship; last year we had English breakfast and 5 o'clock tea in the classroom; I even baked a Spinach cake with chocolate topping for them.

There are more food stories and connections yet to come.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

Samples of my Google Classroom pages:

8ºC: Cidadania e Desenvolvimento/APOT (2020/2021) Stream Trabalhos da turma Pessoas Classificaçã

Fátima Silva

+ Criar Meet Calendário Google

Todos os tópicos

Aulas

9 de fevereiro de 2021

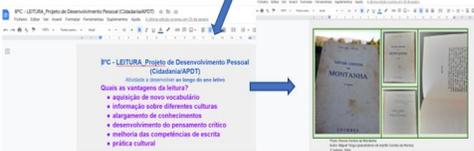
APRENDER A SER EM CIDADANIA ATIVA

- Innovating with nature
- Tema aglutinador do 8º Ano: Aprender a Ser... Public
- 8ºC - 1º email da Diretora de Turma (Respo... Edit
- 8ºC - NATUREZA_Projeto de Desenvolvimen... Edit
- 8ºC - LEITURA_Projeto de Desenvolvimento... Edit

8ºC - LEITURA_Projeto de Desenvolvimento Pessoal (Cidadania/APOT)

Qual é a vantagem da leitura?

- aplicação de novo vocabulário
- informação sobre diferentes culturas
- alargamento de conhecimentos
- desenvolvimento do pensamento crítico
- melhoria das competências de escrita
- prática cultural



NATURE

 Innovating with nature Publicado em 1/02

Food for Thought

 Food collages and recipes Publicado em 8/02

 15 quick tips for reducing food waste and b... Publicado em 19/01

 The State of Food and Agriculture 2020 Publicado em 19/01

 Conto "Natal" de Miguel Torga Publicado em 16/01

Food collages and recipes ☆ 📁 ☁

Ficheiro Editar Ver Inserir Formatar Ferramentas Suplementos Ajuda [A última edição foi efetuada há 2 dias](#)

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Food collages and recipes ☆ 📄 ☁

Ficheiro Editar Ver Inserir Formatar Ferramentas Suplementos Ajuda A última edição foi efetuada há 2 dias

75% ▾ Texto norm... ▾ Arial ▾ 11 + B I U A 🔍 🔗 📄 📑 📑 📑 📑 📑

2 | 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17



(Portugal)

Stone Soup

What you need:

- 1 large can of kidney beans
- 1 pig's ear, blanched and sliced thin
- 1 meat sausage
- 500 gr pork belly
- 500 gr potatoes (chopped in small cubes)
- 500 gr carrots (chopped in small cubes)
- 500 gr pumpkin (chopped in small cubes)
- 2 onions, chopped
- 2 garlic cloves
- 2 tablespoons olive oil
- 1 bay leaf
- 1 bunch of coriander, chopped
- salt and pepper to taste
- One stone (a souvenir from the beach or river)

How to cook:

- In a saucepan, boil the pig's ear, sausage, pork belly, onions, garlic and bay leaf in some water. Season with the olive oil and salt and pepper to taste.
- Check if the meat is cooked, take it out and reserve, then add the potatoes, carrots, pumpkin and coriander to the pot.
- Let the potatoes cook on medium to high heat for about 30-35 minutes.

We read "The Stone Soup" story by Ann McGovern.
The value of sharing in a European Folk tale.

International Year of Fruits and Vegetables

Ripe, delicious, lush, nutritious,
we come in all shapes and sizes,
colours and shades.

Raw or cooked,
sweet or bitter,
soft, crunchy, fragrant, pungent,

all of us unique and special.

Full of fibre,
vitamins and minerals,
history, culture and traditions ...
we don't just fill your plate,
we fill your stories and memories.

Long and short,
slim and plump,
sometimes awkward or misshapen,

forgotten or neglected ...
but never, ever ugly,
whatever people say.

Because we're what really makes you tick,
what makes your eyes sparkle,
and your smile dazzle.

We are Fruits and Vegetables ...
Simply Beautiful!

Source: https://www.youtube.com/watch?v=6CZ9mF8EaLI&feature=emb_logo

