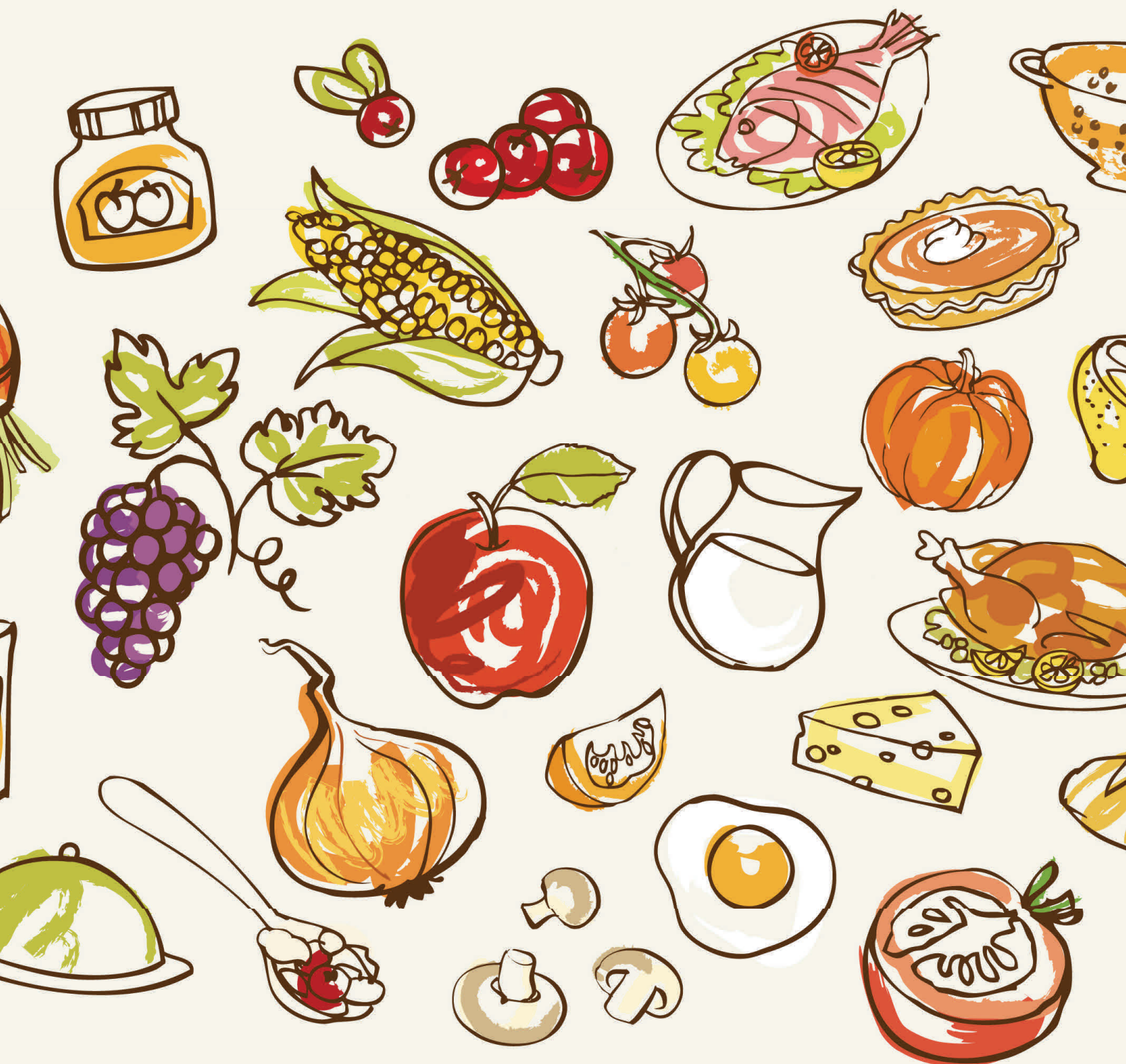


Food, Nutrition and Gastronomy Programme for Pre-school Education—PANGEI

Ministerio
de Educación, Cultura
y Deporte

It's my pleasure

Ministerio
de Sanidad, Servicios
Sociales e Igualdad



Food, Nutrition and Gastronomy Programme for Pre-school Education - PANGEI
(Programa de alimentación, nutrición y gastronomía para educación infantil PANGEI)

Ministerio de Educación, Cultura y Deporte
Centro Nacional de Innovación e Investigación Educativa (CNIIE)
Ministerio de Sanidad, Servicios Sociales e Igualdad
Agencia Española de Consumo, Seguridad Alimentaria y Nutrición (AECOSAN)
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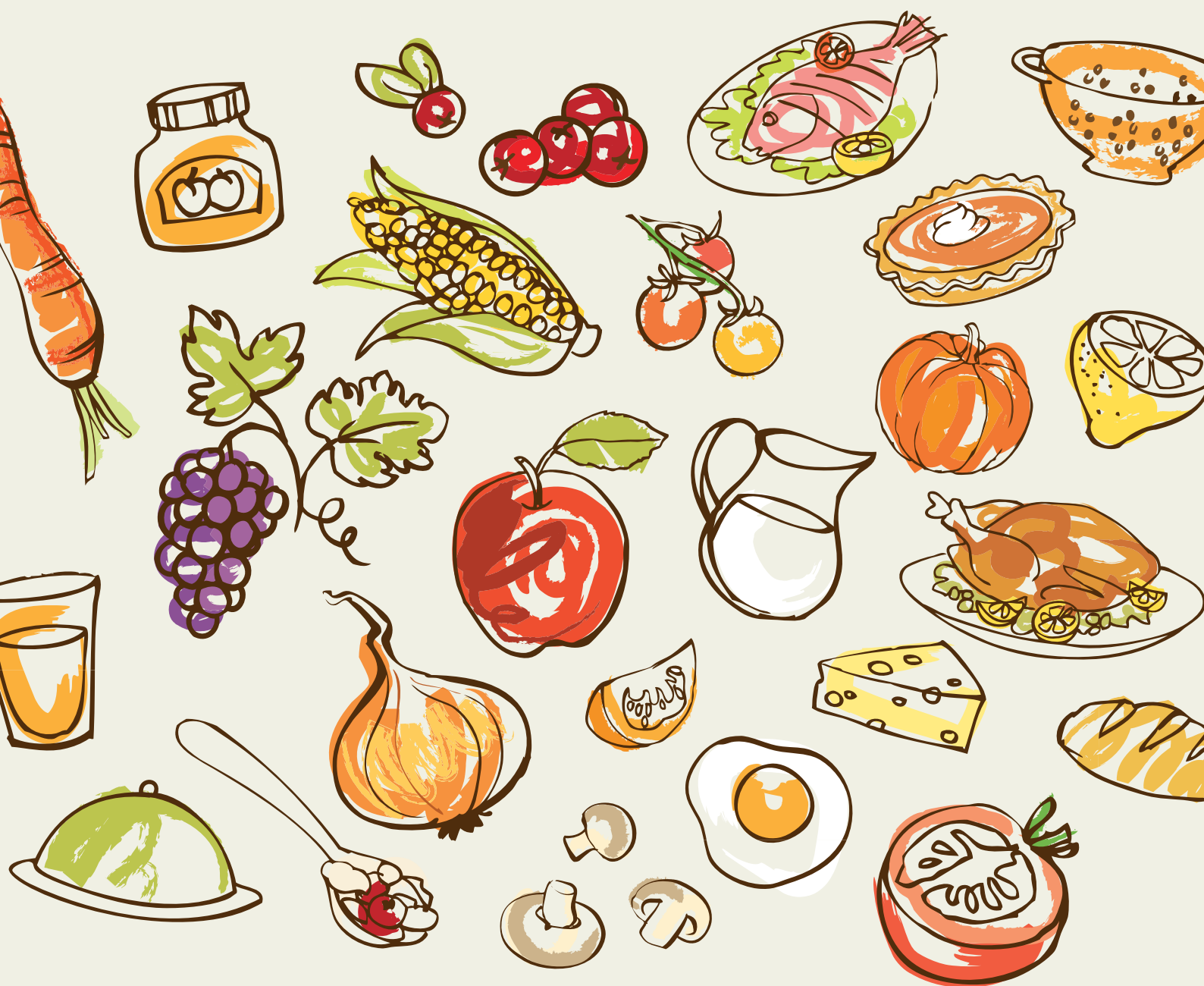
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IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



Didactic Guide · Early Childhood Education

IT'S MY PLEASURE

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INTRODUCTION

There is nothing more profitable for a country than investing in education and health. And nutrition forms part of both. Educating the population in knowledge of foods and in acquiring healthy eating habits, involves providing people with tools that will help them to stay healthy, to value food as a cultural asset and to be on the whole, a lot happier.

Even though, since 1990 contents have been included for health promotion and education in the school curriculum for compulsory education, following the recommendations of the Dublin European Conference of Education for the Health of the European Community, recent figures on childhood obesity show that much remains to be done and that we must focus on food education.

It is essential for this task to be carried out from childhood. Acquiring healthy eating habits and a healthy lifestyle is more effective at an earlier age rather than as an adult and more enduring results are achieved. This, in turn, leads to positive and significant effects on obesity rates and cardiovascular health.

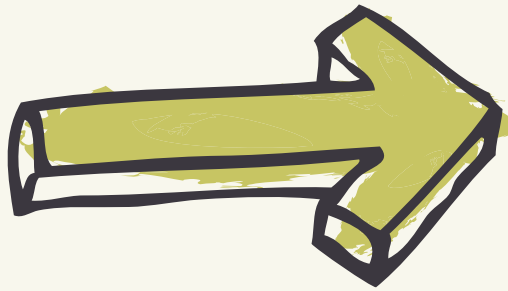
Healthy eating and enjoying eating are two aspects that need to be emphasised. Gastronomy and healthy eating habits represent a joint experience which allows you to eat well and to enjoy doing so, at the same time. Therefore, the disclosure of gastronomic culture is vital, specially in a country such as Spain, which can boast an exceptional variety of foods which transforms its national cuisine into one of the most tastiest and healthiest in the world. Mediterranean gastronomy forms part of our identity as well as being an essential element of Europe's cultural heritage.

However, we cannot forget food and taste education, which is based on the awakening and training of our senses, thus converting tasting into an experience of learning and knowledge. Human beings have the capacity to transform food into a cultural element. Feeding ourselves is a necessity as well as a pleasure that we should enjoy using our five basic senses. The combination of sensations, stimulations and perceptions that we acquire while trying food are determinant for introducing it or not into our diet.

Teaching children not only to eat well but to also enjoy doing so, is a priority objective with a vision for the future. When these children grow up, they will teach their own children to eat properly and to appreciate the flavour, smell and texture of food. Ultimately, education lays the foundations for building a country full of healthy people with a high standard of living.

Being well aware of this, the Ministry of Education, Culture and Sports, the Ministry of Health, Social Services and Equality, the National Centre for Educational Innovation and Research (CNIIE), the Spanish Consumer, Food and Nutrition Safety Agency (AECOSAN), the Royal Academy of Gastronomy and the Spanish Nutrition Foundation, have collaborated in the development of the "Food, Nutrition and Gastronomy Programme for Pre-school Education" (PANGEI).

The main objective of this project is to acquire healthy eating habits from an early age to ensure a better quality of life, in the years thereafter and in adulthood. PANGEI comprises updated innovative material, with a gastronomic approach that will improve the food culture of our country, from young children.



GENERAL PROGRAMME OBJECTIVES

1. Encourage the acquiring of habits and behaviour related to the strengthening of overall health and emotional well-being, through nutritional education at the pre-school education stage.
2. Instil in pupils a comprehensive approach to gastronomy and food by means of basic knowledge on national and regional gastronomic culture, to improve their nutrition and live a healthier life.
3. Encourage pupils to eat well and to enjoy their food in their everyday lives - at school, in the school canteen and at home - through gastronomic workshops and experimentation activities using their basic senses.
4. Encourage the consumption of healthy foods from the mediterranean diet for the five daily meals. At the same time, guidelines are offered for substituting foods that are nutritionally unsuitable for other healthier options.
5. Involve families and other social, cultural and business agents (the restaurateurs) in the education process related to nutrition and gastronomy.
6. Make mealtimes educational, taking advantage of the learning possibilities offered in the multiple curricular areas.



METHODOLOGICAL PROPOSAL

Educating children in the knowledge of foods and in the acquiring of healthy eating habits is decisive for their growth and well-being.

It is essential that this training begins as soon as possible. That is why the material presented in this Guide is aimed at the youngest ones in the classroom (three to six year olds). Healthy eating habits established at the stage of early childhood development, while the foundations of the child's personality are still being built, will accompany that person for a long time, for many years, maybe a life time.

This methodology is based, firstly, on participation. In other words, action is sought from people who are close to the child: educators, schoolmates and the family (both in the classroom and at home). Specially when it comes to mealtimes, children learn socially, watching and interacting with others around them. During this interaction the teachers play one of the key parts. This is why material has been created to help these teachers put into practice the objectives pursued in each Didactic Unit.

Secondly, this methodology is supported by games and stories: What do children most like in the early infant stage?: dressing-up, listening to stories, singing, playing with their friends, drawing and colouring and spending time with their parents and people who love them.

Well, in the "cooked" didactic units of this Food, Nutrition and Gastronomy Guide, all of these resources are used to encourage younger children to develop a taste for food. It is important that they learn to taste, smell, appreciate the texture of food and to become familiarised with its characteristics, as well as learning the importance food has for their growth and health. But this must be done in an

imaginative and fun way, where the children feel like the main characters. After all, "it's their pleasure".

To insure that school children become interested in food and health, in this Guide didactic resources are proposed (stories, games, drawing, videos...) These resources are adapted to the early childhood stage enabling teachers to easily motivate the children. Their task will be to introduce children to enjoying a healthy diet. That is the key.

Teachers will also have the responsibility to introduce pupils to learning a language that they are possibly not familiarised with. To make words such as proteins, vegetables, vitamins, digestive system, etc... become part of their vocabulary, will require repetitive work and the associating of stories read in the classroom, as well as the carrying out of activities, such as: singing, colouring, drawing etc,...

Meals are not an individual event. They have a very important social element which has to be valued. Meals are eaten with the family, at school, with friends... This relationship will be strengthened with activities such as, playing games or food tasting in the classroom or at home.

At the same time, the idea that kitchens are commonplace where all members of the family can participate, regardless of sex, will be instilled in school children. Children can participate as well, as long as they are supervised by an adult.

The Guide contains 10 units. Each one of them follows the same structure, comprising sections and activities intended to be carried out in the same order as listed below.

The unit structure

1. What we should know
2. Let's tell a story
3. Tell me... and then we can sing
4. I colour, I draw
5. We're good little cooks
6. Learn with Nutricub!
7. I try it at home... today

A STEP BY STEP GUIDE

1. What we should know.

In this section teachers will find contents on food and nutrition corresponding to the Didactic Unit. They are adapted to the early childhood stage and have been prepared by experts from the Royal Academy of Gastronomy and the Spanish Foundation of Nutrition.

This material is intended exclusively for the teacher and will help to reinforce knowledge on the topic to be addressed in the classroom. It can also be read to pupils if the teacher thinks they are ready to understand it. Plain language has been used intentionally, so that school children find it easier to understand.

**2. Let's tell a story.**

Each unit includes a story to be read by the teacher in the classroom. All girls and boys can follow the story throughout the different units included in this Guide. They are original stories where a group of animals (Cosme the lion, Elle the gazelle and Tito the monkey) live simple food-related adventures. The purpose of the story is to capture the pupils' attention and prepare them for learning. The Didactic Unit should start by reading the story.

**3. Tell me... and then we can sing.**

In the first part of this activity, **Tell me...**, the teachers ask pupils questions, so that they can explain what's happening, or what has happened in the story and compare it with aspects of their actual lives. Questions can be asked while reading the story or once it has finished. The idea is for pupils not only to understand what is happening in the story, but to also express their opinions and experiences related to the topic.



...**And then we can sing.** A song will be taught and will contain the keys of the story that has been read, and to which a simple rhythm has been adapted. As a suggestion, the Unit could begin with the song, if it was to be carried out during a number of days.

4. I colour, I draw.

This Didactic Unit contains two prints with drawings on the topic being dealt with. There will be sheets for colouring, cutting out, drawing or comparing. Artistic expression will help to establish knowledge. Teachers will make photocopies of the exemplary prints and will give them out to the pupils in the class.



5. We're good little cooks!

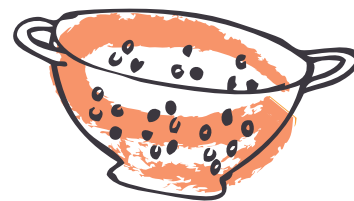
Included in each unit is a game or an activity related to the topic addressed in the class, so that pupils actively participate in the group.

Teachers are provided with the objectives being sought, the activity dynamics, instructions for carrying out the activity, and a list of materials needed.

In this section of the Didactic Unit, the subsection "**We play with our food**" is included. The aim of this activity is to get to know the different ways of relating to food, through our five senses: taste, smell, touch, sight and hearing. This last sense is subject to products that make a noise when hitting each other, such as coconuts, spaghetti, walnuts; or that crunch, like biscuits, bread, etc...

The teacher will take fruit, vegetables, pulses, etc... to the classroom or will ask pupils to bring these products from their homes so that they can experiment with them. Depending on the product being dealt with, pupils will touch it, smell it, taste it and describe it.

This activity **CAN ONLY BE CARRIED OUT**, if the teacher is completely sure that pupils are not allergic or intolerant to the foods going to be handled.



6. Learn with Nutricub!

Nutricub is the leading character in some of the videos that have been specially designed and prepared for the Food, Nutrition and Gastronomy Programme for Pre-school Education (PANGEI).



It's about a cuddly toy lion cub whose main role, although it's not the only one, is to highlight the most important aspects of the topic dealt with in the classroom, thus enabling the pupil to retain the most important details.

7. I try it at home... today

Taste is an essential part of everything related to diet and with this current educational programme. That's why, in each Didactic Unit, time is dedicated to tasting food. For this purpose, teachers will ask the parents and relatives of the pupils to help. They will be the ones responsible for strengthening the child's eating habits, and their participation is considered to be necessary.



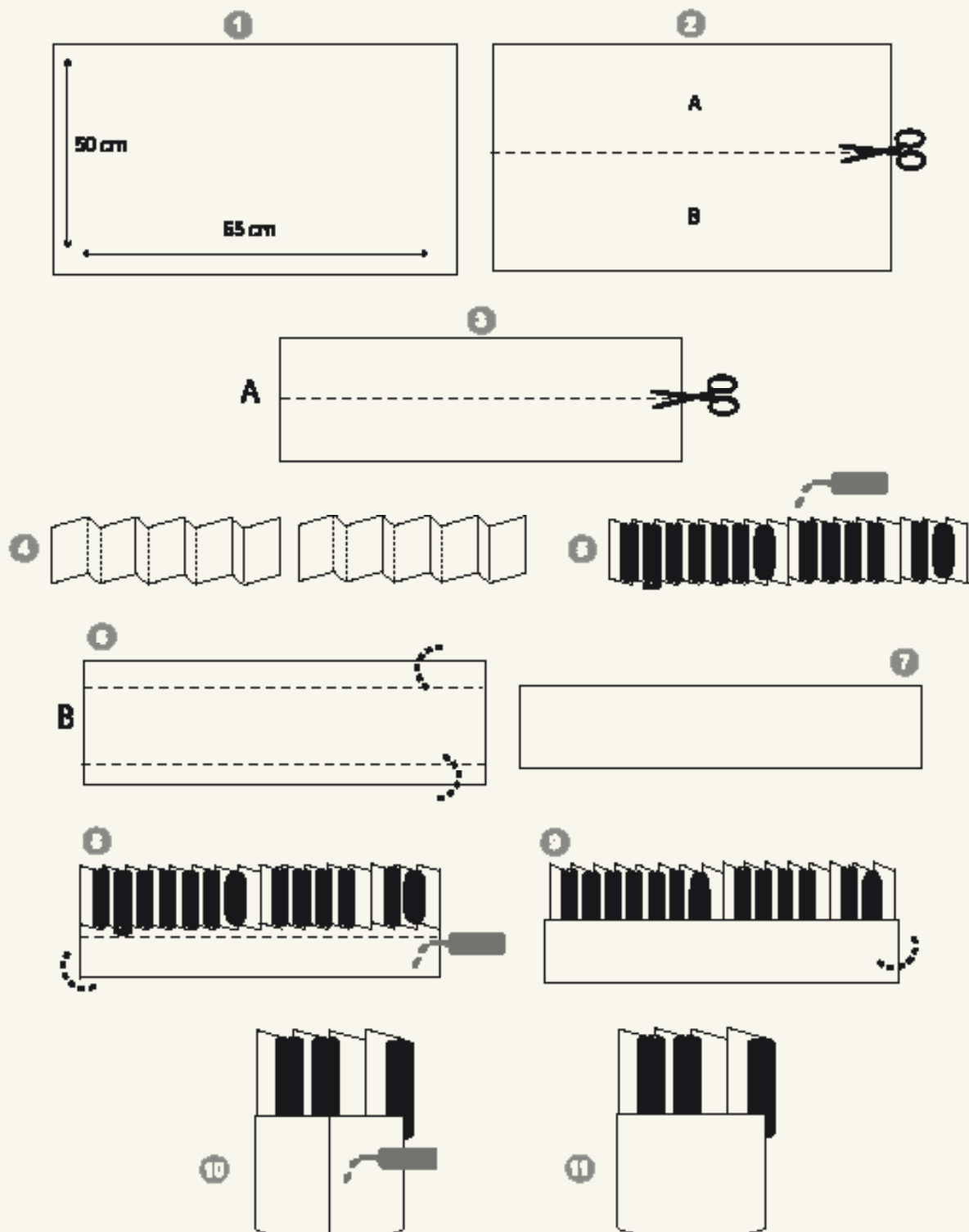
The teacher will hand out worksheets to the children to give to their mums, dads, relatives or legal guardians with whom they live, requesting them to give the pupil one of the foods that they have been learning about in the classroom. They should try the food and then answer certain questions about its flavour, texture, etc. The aim is to encourage pupils to try different foods, and to enable the family to carry out an activity concerning healthy food.

FANCY DRESS

Children love to dress up. This is why we suggest that pupils start each activity putting on a chef's hat, which they will have made themselves. How? In this didactic guide a simple sheet is included for the teacher to show the pupils how to make a cardboard chef's hat.

Wearing a chef's hat will help to introduce pupils to the world of food, and it will be the baseline for starting the proposed activities.

My chef's hat



THE STORY AND IT'S CHARACTERS

There is nothing better than a story to draw children's attention. This is why, each Didactic Unit begins with a story in which a lion, a gazelle and a monkey are the main characters. These imaginary characters teach pupils to eat healthily, to distinguish between flavours, to appreciate smells and to enjoy food.

Teachers can read the story as many times as they consider necessary, for pupils to understand it.



Cosme is a little lion who loves cooking. He lives in a far, far away place where all animals get along really well. That's why he has so many friends.

But his best friends are Tito the monkey and Elle the gazelle. Tito's daddy works in a market, so Tito is always surrounded by food.

Elle is studying very hard because when she is older she wants to have a restaurant. But she has just one problem. Everything she prepares gets spoilt or burnt! What a disaster!

What Cosme and his friends like best is to try new flavours and to share recipes.

Now, Cosme has a new friend. He lives a long way away, but Cosme talks to him via the Internet. He is called Martin and he appears on TV in a cookery programme. He certainly knows how! Cosme has promised to visit him one day.

Cosme and his friends have decided to write a cookery book, they want to impress Martin when they visit him. That way, he is sure to let them appear on TV!

They have so many ideas, and they are really, really excited.

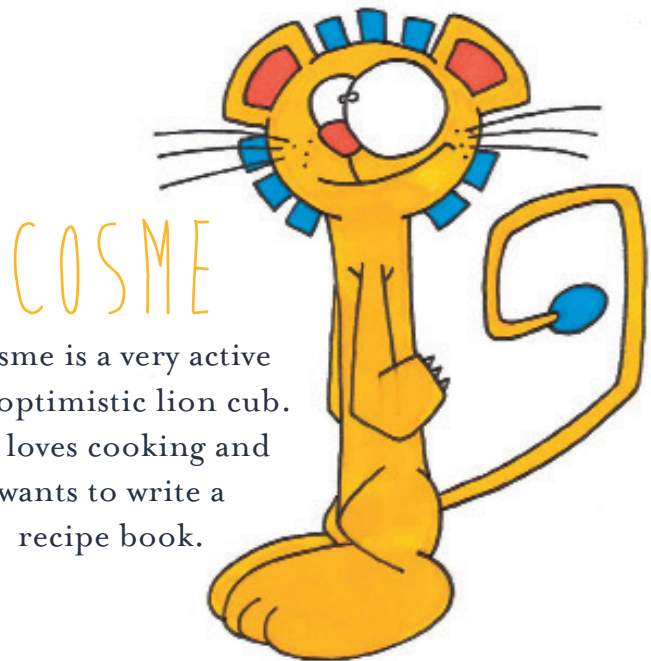
Where does one start, where does one start...

CHARACTER DESCRIPTION



TITO

Tito is a monkey infant. He's agile, mischievous and a little zany.



COSME

Cosme is a very active and optimistic lion cub. He loves cooking and wants to write a recipe book.



ELLE

Elle is a gazelle fawn. She's very intelligent, a bit clumsy and wants to be a cook.

DIDACTIC UNITS

OBJETIVES

UNIT 1

What is food? What do I eat?

- Identify the main food groups.
- Differentiate food flavours, through classroom activities.
- Understand that a proper diet is essential for good health.
- Discover what a market is.
- Choose healthy foods in the market.

UNIT 2

I eat fruit, I eat vegetables

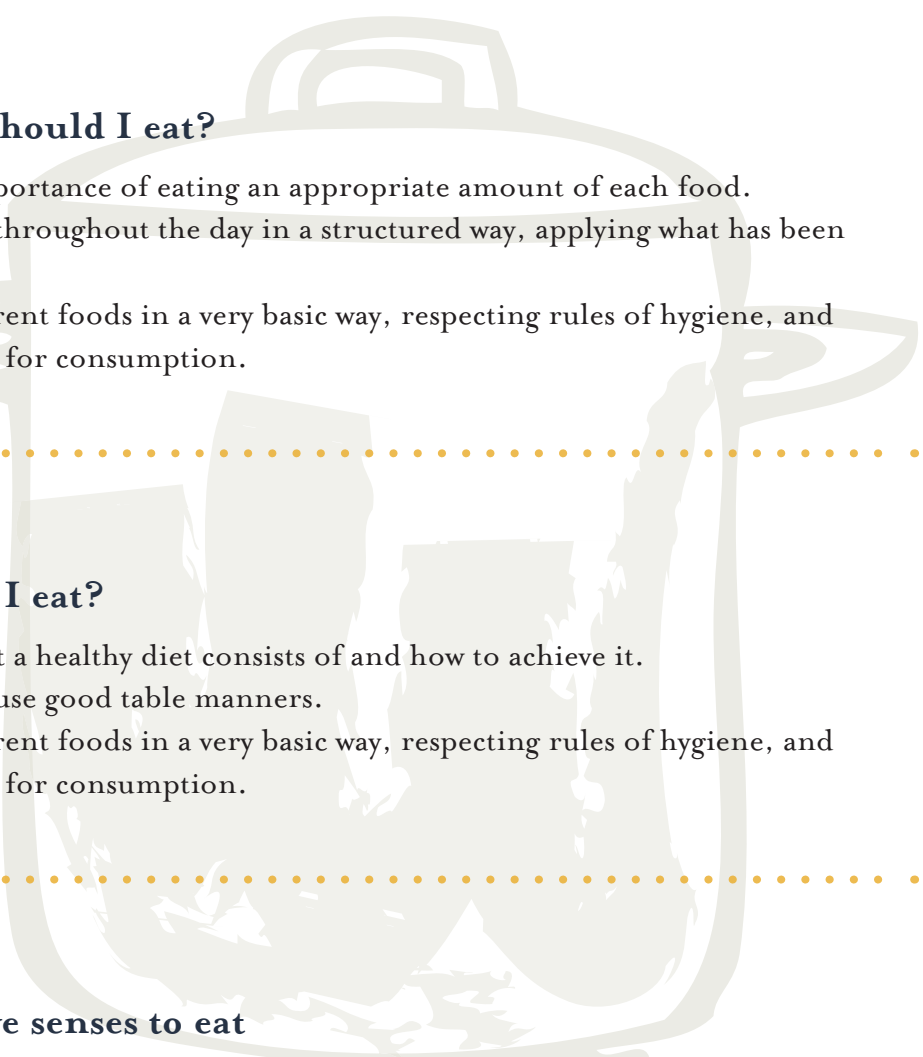
- Introduce fruit and vegetables into the daily diet.
- Handle fruit and vegetables using simple techniques, respecting rules of hygiene, and preparing them for consumption.
- Make progress when acquiring habits and attitudes concerning the strengthening of health and emotional well-being.

UNIT 3

What does food provide me with?

- Recognise food as a source of energy, vitamins and minerals, necessary for physical activities to be carried out.
- Assimilate that vitamins and minerals are basic nutrients for preventing certain illnesses.
- Handle different foods in a very basic way, respecting rules of hygiene and preparing them for consumption.

UNIT 4**How am I nourished?**

- Identify the basic functions of the digestive system.
 - Understand digestion as a process from which we obtain food nutrients.
 - Recognise the main organs (stomach, liver and intestine) in a diagram of the digestive system.
- 

UNIT 5**How much should I eat?**

- Value the importance of eating an appropriate amount of each food.
- Spread food throughout the day in a structured way, applying what has been learnt.
- Handle different foods in a very basic way, respecting rules of hygiene, and preparing them for consumption.


UNIT 6**How should I eat?**

- Discover what a healthy diet consists of and how to achieve it.
- Identify and use good table manners.
- Handle different foods in a very basic way, respecting rules of hygiene, and preparing them for consumption.

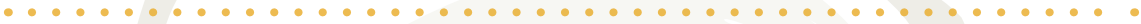
UNIT 7**Using all five senses to eat**

- Compare and contrast the importance of our five senses when eating.
- Experiment with different food products to stimulate our different senses.
- Express the different tastes correctly.

UNIT 8**Don't throw food away**

- Distinguish between what is considered waste and what isn't.
 - Develop a responsible attitude as consumers, valuing the importance of making good use of food and throwing out as little as possible.
- 

UNIT 9**Cooking techniques**

- Identify the main methods of food preservation.
 - Recognise the main ways of cooking food: frying, boiling, baking, roasting...
 - Handle different foods in a very basic way, respecting rules of hygiene, and preparing them for consumption.
- 

UNIT 10**Food has a label**

- Acknowledge that food products have labels with information that is basic but relevant.
- Appreciate the importance of checking the labels on food products before consumption.
- Discover the ingredients in a food product by reading the label.

IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



WHAT IS FOOD?

WHAT DO I EAT?

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

What is food? What do I eat?

Food is everything we eat and drink to take our hunger away. Food provides us with the nutrients and energy we need to be healthy.

Food is classified in groups:

1. Milk and dairy products
2. Meat and meat products
3. Fish and seafood
4. Eggs
5. Pulses (lentils, chickpeas, peas...)
6. Bread, cakes and pastries
7. Greens and vegetables
8. Fruit, dried fruit and nuts
9. Oils and fats
10. Drinks

Milk and dairy products

Cow's milk is the milk we mostly consume. It provides us with proteins for growing and has high contents of calcium and vitamin D to make our bones and teeth strong.

In addition, with milk we can produce other dairy products such as yoghurt, cheese, curd or cottage cheese.



Meat and meat products



Meat comes from the muscles of animals. It can be veal or beef, pork, lamb, chicken, rabbit or turkey. Meat is cut in different ways: into tenderloins, fillet or sirloin steaks or T-bone steaks, into cutlets or chops, into pieces or it can be minced for burgers.

Meat provides us with many proteins, from which we also build our own muscles, making us strong. Furthermore, meat also contains iron, which is essential for our blood.

With a leg of pork we can make cooked ham or cured ham.

Cooked ham is a boiled ham and cured ham is produced by applying salt to the ham and leaving it to dry for some time. To make "chorizo" or "salchichón" (a spicy Spanish sausage), we mince the meat and mix it with spices, it is then stuffed into a natural intestine and left to dry and mature until it's ready to eat.

"Chorizo" and "salchichón" (a spicy Spanish sausage) contain more fat than meat does, they also provide more calories and more energy.

Fish and seafood

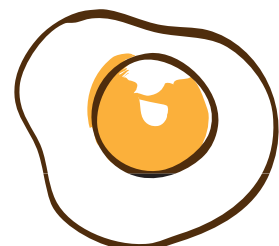


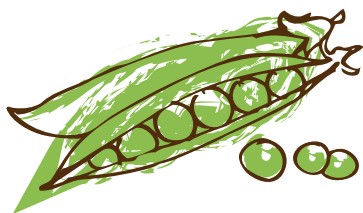
Fish and seafood are animals caught by fishing, in seas, rivers and lakes. There is a great variety: hake, sole, whiting, megrim, salmon, monkfish, sea bream, prawns, lobsters...

Fish has a very pleasant flavour and is great for providing us with proteins, just as meat does. It is low in fat and has high levels of omega-3 fatty acids, which are wonderful for being healthy.

Eggs

All birds lay eggs and most of them can be eaten, but our favourite ones are chicken eggs. They can be eaten fried, boiled or in an omelette.

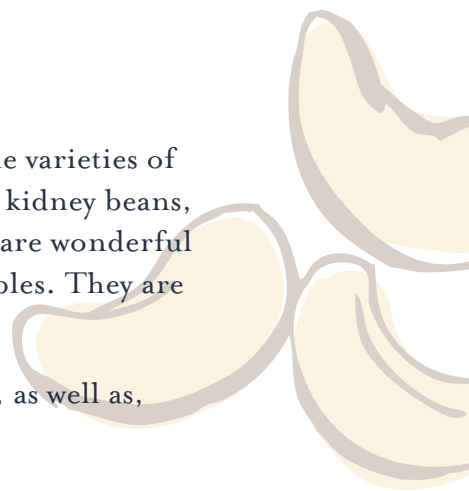




Pulses

Pulses are dried seeds obtained from some varieties of plants. They are; chickpeas, lentils, peas, kidney beans, broad beans and soya beans. We can prepare wonderful dishes with them by mixing them with different meats and vegetables. They are foods from the Mediterranean Diet.

Pulses give us a great deal of energy in the form of carbohydrates, as well as, proteins, fibre, calcium and vitamins.



Bread, cakes and pastries

Cereals are; wheat, barley, oats, rye, corn and rice, from which the grain is used, which is the seed. These grains are milled to obtain flour. In the case of rice, we use the whole grain without grinding it. With different flours we are able to make bread, cakes, pastries, biscuits or cereals for breakfast.

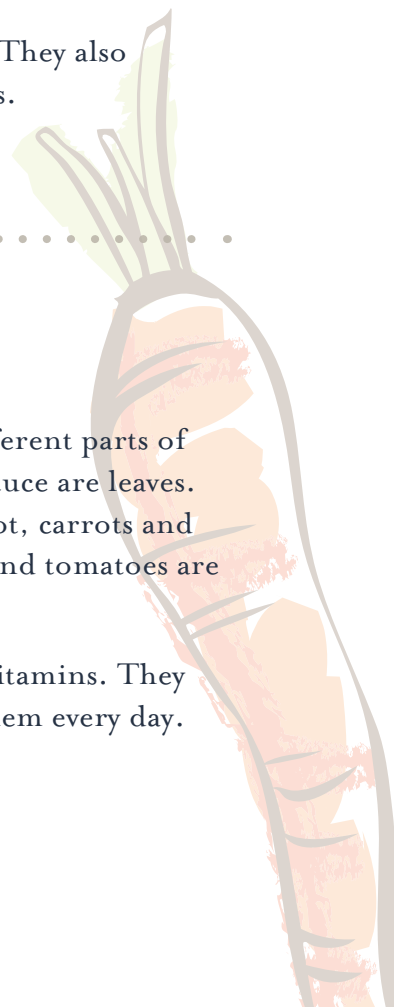
Cereals are a great source of energy in the form of carbohydrates. They also provide us with fibre and vitamins, as well as wholemeal bread does.



Greens and vegetables

All greens and vegetables are plants. We eat different parts of the plant: for example, chards, spinach and lettuce are leaves. Celery is a stalk, artichokes are a flower, beetroot, carrots and potatoes are roots. Garlic and onions are bulbs and tomatoes are a fruit.

Greens and vegetables contain a high content of water, fibre and vitamins. They are really tasty, there are many different types and we should eat them every day.





Fruit, dried fruit and nuts

Fruit is produced by fruit trees. We are lucky to be able to enjoy a wide variety. Summer fruits are very refreshing: melon, watermelon, cherries, apricots, peaches and plums. Winter fruits are apples, pears and oranges. In spring there are tangerines, cherries, strawberries and raspberries. Blackberries are at the end of summer and bananas all year round. From warmer and faraway countries come the pineapple, mango, papaya and kiwi fruit. There are some special fruits: the olive, which is the fruit given by the olive tree, and avocados by the avocado tree.

Dried fruit is fruit from certain plants, which has been dried, and nuts are seeds. For example, almonds, walnuts, hazelnuts, peanuts, pistachios...

Fruit is very important because it provides us with fibre and vitamins, (mainly vitamin C), and dried fruit and nuts contain a lot of minerals and give us a great deal of energy.

.....

Oils and fats

Oils and fats are used for cooking, for preparing salads and vegetables, and for spreading on bread. Olive oil is made from olives, crushing them in a press to remove all their oil. Sunflower oil is made from sunflower seeds. Margarine is a vegetable fat which is treated in a factory to look and taste like butter as much as possible. It is easier to spread, although its consumption should be occasional and moderate.



Drinks

Water is definitely the best, out of all the drinks, to quench one's thirst. It can be tap water or bottled water, such as mineral water or spring water. In all cases, it should be drinking water, in other words, water that is clean and healthy so that it doesn't make us ill.

Natural mineral water and spring water flow out of special springs and are rich in minerals.

LET'S TELL A STORY...

COSME AND HIS FRIENDS GO TO THE MARKET

Cosme and his friends Tito and Elle have met up very early. Tito's daddy is called Chimpa and he has promised to take them to the market to show them the immense variety of foods there are, so that they can write their cookery book.

The three friends are delighted with all the shapes and colours they see on the market stands.

"Can this all be eaten?" Elle asks Tito's daddy.

"Yes, of course. All of this is food and it is needed for us to be strong and healthy." responds Mr. Chimpa.

"There are so many different kinds! Look Cosme, there is milk, bread, eggs, oranges, apples, bananas... Mmm, bananas! Daddy, can you buy us each a banana, please?" asks Tito.

Mr. Chimpa says hello to Affe the giraffe. She is a greengrocer and they have known each other for many years.

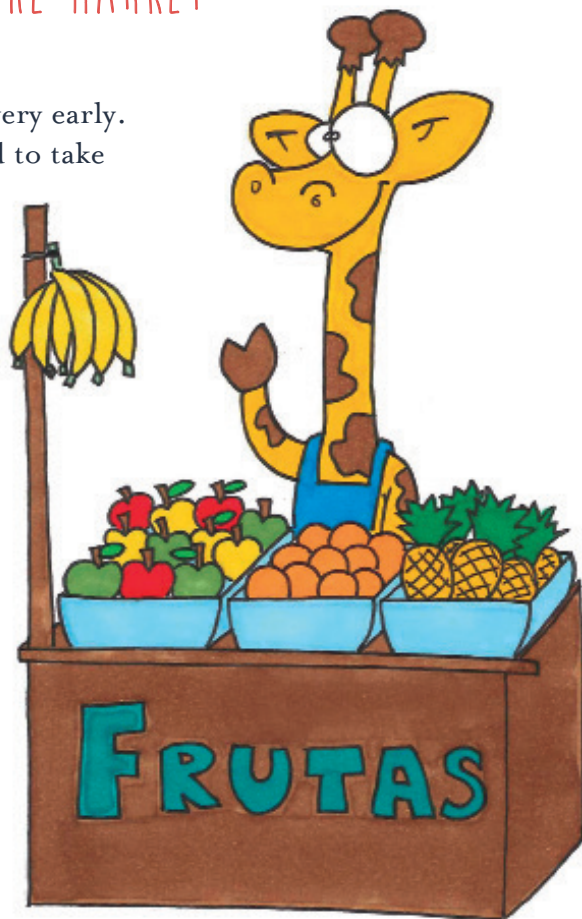
"Good morning, Affe. May we have some bananas and some chestnuts, please?"

"Of course you may. You should eat fruit because it's very healthy and there is such a variety. Fresh fruit provides us with fibre and vitamins, and dried fruit and nuts, like chestnuts, give us energy and minerals. Look how tall and agile I am." she says stretching out her long neck.

"Ha, ha, ha... But if you want to be as strong as me, you have to eat beans, lentils and chickpeas. Isn't that right?" says Ceros the rhinoceros, who suddenly appears.

It's true that Affe the giraffe is very tall and Ceros the rhinoceros is very strong.

The three friends are quite amazed. It's clear that they are going to have to eat a lot of fruit, chickpeas and lentils to be like Affe and Ceros.



"I'm going to eat a lot of fruit and chickpeas." says Cosme.

"That's very good." says Mr. Chimpa. "There are also other really tasty and healthy foods that have to be eaten. For example, meat, fish, eggs, cereals, vegetables..."

"I love vegetables!" says Elle. "Chards, spinach, lettuce... Ahhhhhhh!!!!"

What's happened? Elle has slipped up on a banana peel and has fallen into the basket of tomatoes, which have catapulted into the air and have landed on her head covering the whole of her face with a red puree.

Mr. Chimpa tries to pull Elle's legs out of the basket of tomatoes while apologising to his friend the giraffe for the mess.

"I really like tomatoes too." says Elle licking her lips. She tries to lick the tomato off her face. "I would eat them all, I would eat everyone of them!"

"Well, I would eat all the fruit in the world." says Tito, laughing heartedly at his friend covered from head to toe in red puree.

"And I would eat all the meat and fish in the world." says Cosme trying not to laugh.

"From what I can see, you all eat a lot." says Mr. Chimpa. "First of all, everyone finish your banana and drink some water so that you can digest it well. Let's go home now. I'm sure you've seen enough today to put in your cookery book."

"Yes, yum, yum; of course, yum, yum; the book, yum, yum." says Cosme eating his banana, "It's going to be great, yum, yum."

The three friends leave the market. They've had a very enjoyable day.



Cosme, Elle and Tito have learned that:

There are lots of different types of food: fruit, fish, meat, dairy products, cereals, eggs, greens and vegetables, oils... and, that we need to eat all of these foods to be strong and healthy.

TELL ME AND WE CAN SING

Let's talk about the story

What kind of animal is Cosme?

And his friends, Elle and Tito?

Where did Tito's three friends
go to, with Tito's daddy?

What does he buy them?

What happens to Elle?

What does she get all over her face?

Which food does Elle like best?

Which food does Cosme like best?

Let's talk about you

Which is your favourite food?

Do you like salad?

Have you ever been to the market
with your mummy or your daddy?

Who prepares your food?

Do you help to lay the table at home?

Which fruit do you like best?

Which fruit do you think is the nicest?

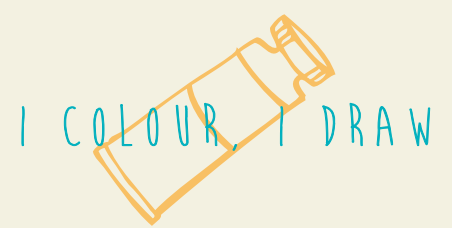
Which fruit do you think smells
the best?

Vamos a cantar

Cosme, Elle and Tito are friends
and off to the market they go.
They see many different types of food,
how tasty they are, you know!

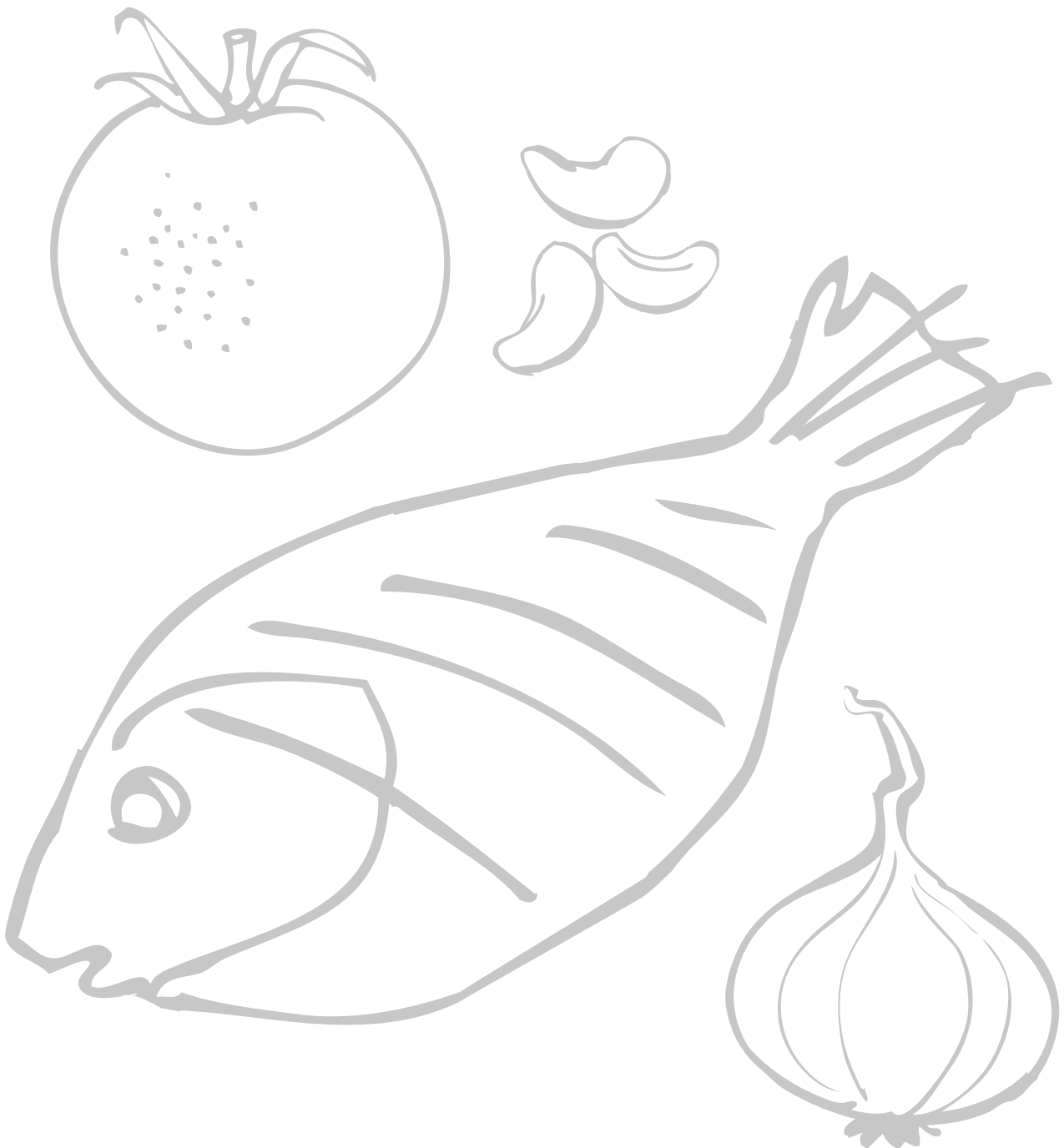


WHAT IS FOOD?
WHAT DO I EAT?

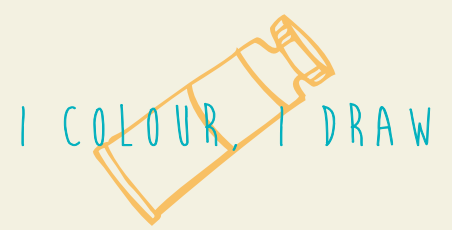


I COLOUR, I DRAW

ACTIVITY 1: I COLOUR



WHAT IS FOOD?
WHAT DO I EAT?



ACTIVITY 2: I DRAW MY FAVOURITE FRUIT

A large rectangular area defined by a dotted line, intended for drawing a favorite fruit.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: LET'S GO TO THE MARKET!

We want to achieve...

That boys and girls in the class...

Discover what a market is.

Distinguish between different types of fruit and vegetables.

Verbally express their likes and dislikes.



Game dynamics

The teacher will arrange various tables in a straight row, resembling a market.

Each table represents a market stand where fruit and vegetables are sold.

The fruit and vegetables can be made of plastic or they can be drawn on paper.

It's important that the fruit and vegetables used are easily recognised by pre-school pupils.

Half of the girls and boys in the class will be market sellers and the other half will be the buyers. The children will then exchange roles so that everyone carries out the same functions.

The teacher will ask the pupils who are the buyers, to choose two pieces of fruit to purchase from the sellers, who will then have to serve them. Afterwards, they will do the same with the vegetables.

After everybody has played the role of a buyer and seller, the teacher will collect together all the pieces of fruit and vegetables and will then share them out between the pupils. Each pupil will have to describe the shape and colour of the item and then put it into the fruit basket or into the vegetable basket.



Materials needed

Classroom tables

Plastic fruit and vegetables or drawings of pieces of fruit and vegetables.

Two baskets or boxes

Estimated time: 15 minutes

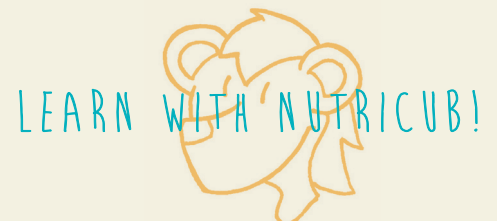


ACTIVITY 2: WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the food they are going to handle.

Leading product: the banana

1. Pupils will touch, smell, describe and taste it.
2. Pupils will answer the following questions:
 - What shape is it?
 - What does it smell like?
 - What colour is it?
 - Is it smooth, rough, wrinkly...?
 - How does it taste: sweet, salty, bitter or sour?
 - Do you like it?

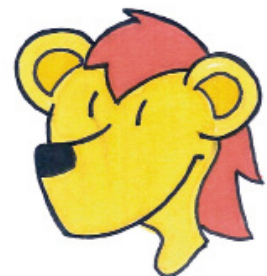


LEARN WITH NUTRICUB!



Video projection Unit I. 4 06.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy Programme for Pre-school Education" - PANGEI)



WHAT IS FOOD?
WHAT DO I EAT?



I TRY IT AT HOME...
TODAY

I TRY IT AT HOME... TODAY

1. ACTIVITY IN CLASS



Video projection

1. Expansion - Honey I.OI.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy Programme for Pre-school Education" - PANGEI)



2. ACTIVITY AT HOME

Worksheet for the pupil's tutors

Let's try: honey

Questions

Do you like the honey?

How does it taste: sweet, salty, bitter or sour?

What colour is it?

What does it smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



I EAT FRUIT,
I EAT VEGETABLES

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

What is fruit?

Fruit refers to different kinds of fruit, seeds or fleshy parts of fruit trees or certain plants that can be eaten and that have a sweet, sweet-sour or bitter taste. There are different groups, depending on their seed, for example.

- Stone fruits, with a big seed and hard peel, such as the apricot and the peach.
- Pome fruits, with various small seeds or pips and not so hard peel, such as the pear and the apple.
- Berries, with hundreds of tiny little seeds, such as the fig and the strawberry.

We mustn't forget about the different typical fruits from other countries, which we can now find in our fruit shops, such as the papaya, soursop, guava, kiwi, mango, etc.

Dried fruit and nuts are the seeds or the dried fruit from some plants. Within this group are almonds, cashews, hazelnuts, peanuts, chestnuts, walnuts, pine nuts and pistachio nuts.



What are greens and vegetables?

Greens and vegetables are edible plants that are grown in vegetable gardens or on farms.

Greens are a group of green, leafy vegetables where the edible part is made up by its green organs (leaves, stalk or flowers) and vegetables are parts of plants in a fresh state, that can be eaten raw, preserved or prepared in many different ways.



**All greens are vegetables
but not all vegetables are greens**

In some plants we eat the leaves, in others the stalk, and in others the roots or the bulb.

**Vegetable classification
according to its edible part**

Fruit	Bulbs	Sprouts	Leaves and tender stalks*	Flowers*	Squashes	Roots
Aubergine	Onion	Collard greens	Chard	Artichoke	Courgette	Celery
Chilli pepper	Leak	Broccoli	Lettuce		Pumpkin	Carrot
Sweetcorn	Garlic	Brussel Sprouts	Asparagus		Cucumber	Radish
Sweet pepper	Spring onion	Cauliflower	Chicory			
Hot pepper		Lombardy	Belgian endive			
		Cabbage	Spinach			

Amended by Ros Berruezo G., Periago Castón, MJ., Pérez Conesa, D. Pulses, vegetables and horticultural products. Nutritional Agreement. 2010. Volume II. Nutritional composition and quality of foods.

* These vegetables are called greens.

What's interesting to know, is that within the characteristics of the Mediterranean Diet, what most stands out is the plant source of many of its foods, which include fruit, greens and vegetables.



Why should we eat fruit and vegetables every day?

Because they are foods with high water content (for example, 75% in peas and 95% in watermelon). We mustn't forget that approximately three quarters of the weight of a school pupil is water, babies being those with the highest percentage. As people get older this percentage lowers.

Furthermore, fruit and vegetables provide us with a small amount of energy but a large amount of vitamins, minerals and fibre which produce satiation (the sensation of feeling full), therefore, consuming these foods helps us to substitute others that have more fat, salt or sugars.

It's for this reason, and because of them being really tasty, that we should consume on a daily basis at least five pieces of fruit, greens and fresh vegetables, and when possible, those that are in season. Eating a lot of fruit and vegetables helps us to prevent different illnesses and it also contributes to the fight against overweight and obesity.

In the case of dried fruit and nuts, water content is very low, although they do have an appreciable quantity of fibre and vegetable protein, as well as important levels of vitamins and minerals. They are also rich in a good quality fat (polyunsaturated). That's why, although they are a food with high nutritional content, we have to consume them in small amounts or in a moderate way (6-10 pieces depending on the size or about 30 grammes a day) if not, they can add a lot of calories to our diet.

Lastly, we mustn't forget that they are foods that are easy to prepare.

They are easy to cook and to find in shops (fruit is eaten fresh, without cooking, as well as a lot of vegetables are). Eating seasonal food means that they are in their maximum nutritional state and quality. Being rich in vitamins, mineral elements and fibre means that their consumption is essential for achieving a healthy and balanced diet.



LET'S TELL A STORY...

THE STRAWBERRY BASKETS

It's a wonderful spring day. Cosme, Elle and Tito are going to go to the forest to pick some strawberries and raspberries. Each one of them carries a small basket. Strawberries and raspberries are very fragile and they get squished if they are handled too much or if they are knocked about.

"Do you know what we can do with the strawberries and raspberries we pick?" says Cosme.

"Eat them!" replies Tito eagerly, while looking out carefully so as not to miss a single one on the way.

"How clever you are! It has just occurred to me that we can prepare them in a different and special way, and therefore, we'll have a new recipe to add to our cookery book."

"What a wonderful idea!" Elle agrees, hopping around and trying not to step on the ants. "We can ask my grandma Gaze. She knows a lot about fruit. What's more, she lives near here."

Elle's grandma is very, very old, but she looks extremely agile.

"She doesn't look like a grandma, she looks like a mummy." says Tito.

Mrs Gaze laughs and says to them:

"That's because I eat a lot of fruit and vegetables, which are full of vitamins and minerals. And you should all do the same."

"Yes, of course." says Elle. "That's why we've come. Because we would like you to give us a recipe for preparing the strawberries and raspberries."

"I was actually making one of my favourite dishes: fruit cocktail. It's really easy. All you have to do is select the fruit you like and cut it into small pieces; strawberries, peach, banana, pear, kiwi..., and then add some freshly squeezed orange juice. Let it sit for a short while and then you'll see how delicious it is! Wait, we haven't put a walnut on the top!"



"A walnut?" asks Cosme.

"The great thing about recipes is that we can add things to them or take things out. I really like dried fruit and nuts, such as walnuts, pine nuts, pistachio nuts... They give us a lot of energy and provide us with minerals."

Tito's mouth is starting to water. He can't wait to try Elle's grandma's fruit cocktail.

"Would you like to try some?" Mrs. Gaze asks them.

"Yesss!!" the three of them reply together. "It looks really delicious!"



After eating a large bowl of fruit cocktail, the three friends continue on their way. Elle has forgotten her basket, she's left it at her grandma's house. How absent-minded! But not to worry, they still have Tito's and Cosme's baskets for picking strawberries.

But while they are going past a stream, Tito drops his basket and it floats away on the water with some of the strawberries inside. What bad luck! But not to worry, they still have Cosme's basket for picking strawberries.

Little by little the three friends have filled up the only basket they have left, with raspberries and strawberries. They've walked so much that they are feeling a little tired and decide to have a swim in the stream.

The three of them play together splashing each other and throwing stones into the water. But just when they are really enjoying themselves a crow suddenly flies down and grabs the basket they left on the edge of the stream. He hooks it onto his beak and carrying it, he flies up, up and away.

"Hey! Give us back our strawberries! We've worked really hard picking them all!"

Tito shouts angrily.

"We'll share them with you!" cries Elle trying to soften the crow.

"Please, it's the only basket we have left!" shouts Cosme into the air.

But the crow doesn't hear their cries. He flies away, flying he flies, further and further he goes. He's very pleased with himself for having found a basket full of strawberries and raspberries.



Cosme, Elle and Tito have learned that...

- Fresh fruit and vegetables in season have lots of vitamins and minerals.
- Fruit cocktail is made by mixing small pieces of fruit with orange juice.

TELL ME AND WE CAN SING

Let's talk about the story

Which fruits do the three friends look for in the forest?

What does Elle's grandma eat?

What do fruits provide us with?

What do dried fruit and nuts provide us with?

Where has Elle left her basket?

Where has Tito lost his basket?

Who has taken away Cosme's basket?

Let's talk about you

Have you ever eaten fruit cocktail?

Do you eat a lot of fruit?

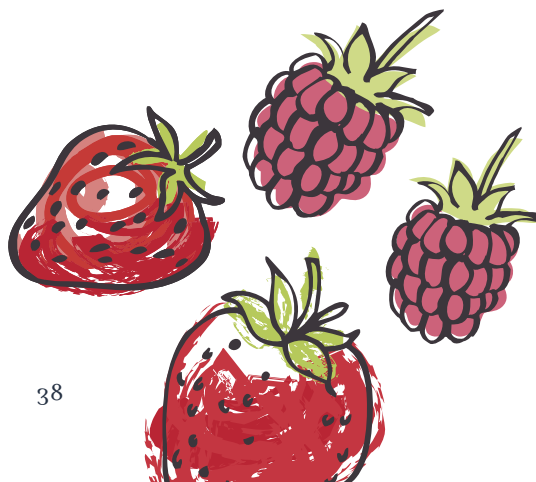
What fruits do you eat?

Do you like dried fruit and nuts?

Which dried fruit and nuts do you eat?

Let's sing

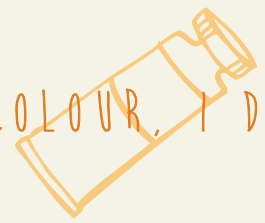
Strawberries and raspberries,
they look for nonstop.
They carry their baskets,
wanting to fill them to the top.
They are feeling tired,
for many they have picked.
But a naughty crow,
who knows how to fly.
Takes their little basket,
and flies away in the sky.



I EAT FRUIT,
I EAT VEGETABLES

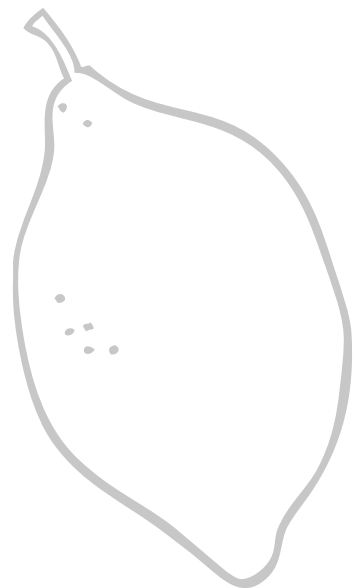
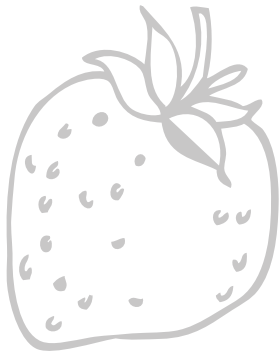


I COLOUR, I DRAW



I COLOUR, I DRAW

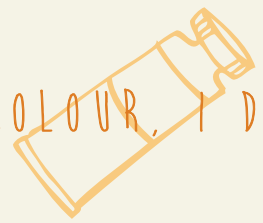
ACTIVITY 1: I COLOUR



I EAT FRUIT,
I EAT VEGETABLES



I COLOUR, I DRAW



ACTIVITY 2: I DRAW A BASKET WITH FRESH FRUIT, DRIED FRUIT AND NUTS IN IT

A large rectangular area defined by a dotted line, intended for drawing a basket with fresh fruit, dried fruit, and nuts.

WE'RE GOOD LITTLE COOKS

IMPORTANT. This activity must not be carried out with fresh products if any of the pupils are allergic or have an intolerance to any of the products going to be handled. If this was to be, the fresh products can be substituted by plastic fruit and vegetables or ones that have been drawn and cut out.

ACTIVITY 1. GAME: A CHARACTER MADE OF FRUIT AND VEGETABLES

We want to achieve...

That the boys and girls in the class...

- Become familiarised with fresh fruit, dried fruit and nuts, and vegetables.
- Pay attention to the variety of colours and textures.
- Carry out an artistic activity based on natural products.

.....

Game dynamics

Make a character from fruit and vegetables

The teacher will...

- Place various boxes with fruit and vegetables in the classroom (the fruit will be used afterwards to make a fruit cocktail).
- Put the tables together so that there is enough space to make the character..
- Draw a picture on the board so that all the pupils can see the character and are able to follow it..
- Ask pupils which fruit should be used for each part of the character drawn on the board and the teacher will write it down beside that part. For example, the hair can be made from chard or celery; the nose, a carrot; the body can be made from oranges...
- Pupils will work in groups to make the character and once they have finished, they will put the fruit and vegetables back into the baskets where they were found.

.....

Material needed

Fruit and vegetables

Baskets or boxes

Estimated time: 15 minutes



ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they are going to handle.

1. Everyone in the class makes fruit cocktail together.

Needed:

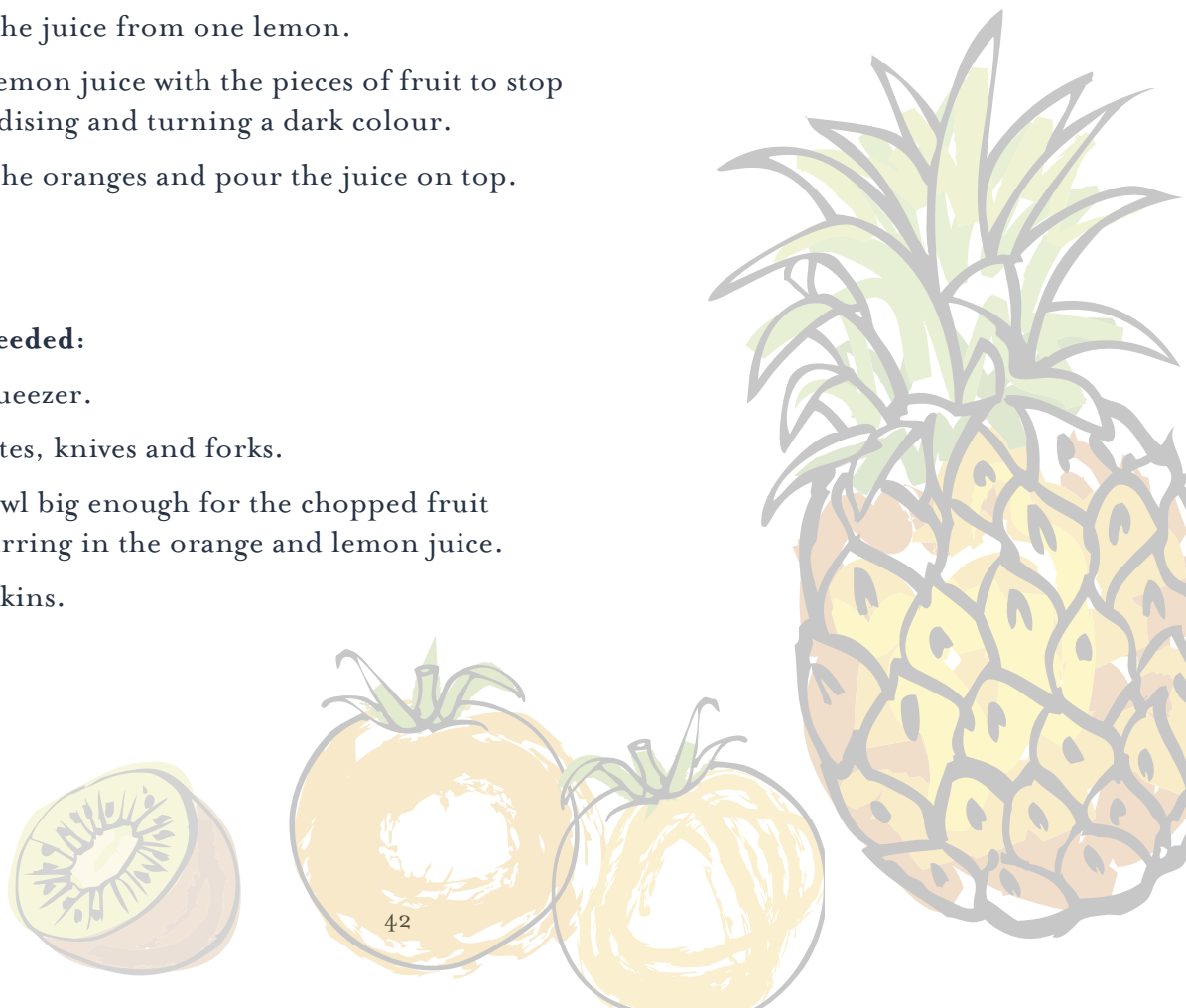
- Oranges for the juice.
- One lemon.
- Fruits in season (preferably soft fruits: banana, kiwi, pineapple...).

Recipe:

1. Cut into small pieces different seasonal fruits.
2. Squeeze the juice from one lemon.
3. Mix the lemon juice with the pieces of fruit to stop them oxidising and turning a dark colour.
4. Squeeze the oranges and pour the juice on top.
5. Stir well.

Material Needed:

- A juice squeezer.
- Plastic plates, knives and forks.
- A large bowl big enough for the chopped fruit and for stirring in the orange and lemon juice.
- Paper napkins.



2. Eat the fruit cocktail

3. Answer the following questions

Do you like fruit cocktail?

How many types of fruit does it have?

What colour is it?

Is it soft, rough, wrinkly...?

How does it taste: sweet, salty, bitter or sour?



LEARN WITH NUTRICUB!



Video projection

Unit 2. Video 4.01.wmv

(The teacher will find it on the USB "Food, Nutrition and Gastronomy Programme for Pre-school Education" - PANGEI)

I TRY IT AT HOME... TODAY



Ficha para los tutores del alumno.

Let's try: Strawberry milkshake

To make the milkshake we blend the milk and the strawberries together.

Questions

Do you like the strawberry milkshake?

How does it taste: sweet, salty, bitter or sour?

What colour are the strawberries? And the milkshake?

What do they smell like?

Do you like their smell?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



WHAT DOES FOOD PROVIDE ME WITH?

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

What do foods contain?

The food that we eat provides us with everything we need for growing, moving, playing, learning and for being healthy.

All foods are composed of nutrients. There is no single food that contains all the nutrients in the quantities that we need, except for the mother's milk during the baby's first months of life.

We need some 50 different nutrients, as well as energy, to be healthy.

Energy

People need, as well as cars do, "fuel" to work.

Our fuel is found in different foods and is necessary for:

- our hearts to beat, for us to breathe, to think, to make blood move through our bodies... and, furthermore, to enable us to grow.
- for carrying out physical activities such as running, walking, exercising, practicing sports, studying...

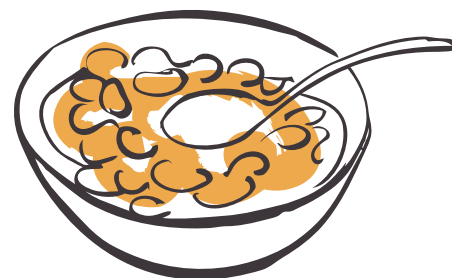
The nutrients that make our fuel are the fats and the carbohydrates. All foods, except water, give us energy. Some more than others.

If we consume too many foods that give us more energy than we actually need, we become ill. But if we don't eat enough of them, we feel tired and there is also the possibility of us getting ill.



Carbohydrates

Carbohydrates are compounds whose major role is to be a source of energy. There are two types: complex, found in cereals (pastas, rice, corn, breakfast cereals...), pulses, fruit and vegetables; and simple or sugars, found in foods such as sugar, honey or fruit. Fruit, vegetables, pulses and whole grains also contain dietary fibre, which form part of plant cell walls and which our organism cannot digest, although it can be used by intestinal flora.



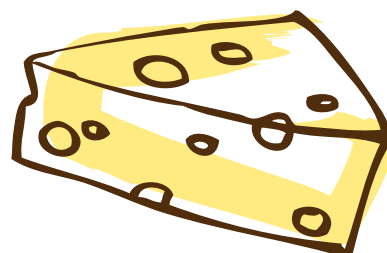
Fats

We can find large quantities of fat in foods such as butter, margarine, oil or in the food that we cook with these ingredients, which can be, cakes and buns or chips, and so on. Foods of animal origin (beef, pork or lamb) also contain large amounts of fat, together with meat products such as cold meats, fresh sausages...

Proteins

Proteins can also provide us with energy, nevertheless, our bodies prefer to use them to build and repair different parts: our muscles, bones, organs, etc. Furthermore, they help us to defend ourselves against viruses and bacteria.

Proteins can be found in foods that are of animal origin (meats, fish, eggs, milk and milk products) and of plant origin (pulses, dried fruit and nuts and cereals). The latter are of poorer quality because they lack in some amino acids. For example, lentils and rice are often eaten together to compensate for the amino acids they are both lacking. In general, foods that contain a higher quality of protein are; eggs (which are eaten as a standard protein), fish, meat and dairy products.

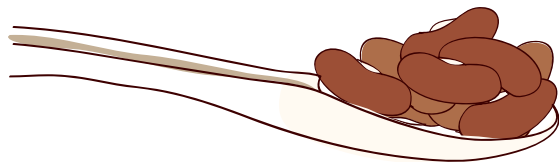


Vitamins

Vitamins are essential for the proper functioning of our bodies. If our vitamin intake isn't in sufficient quantities, different illnesses can appear..

There are 13 known vitamins at present, which are named with the letters of the alphabet and with numbers:

Vitamin A, the vitamin B group (B1, B2, B3, B5, B6, B8, B9, B12), C, D, E and K. Each one of them has a different function within our bodies.



Minerals

They help all our body's functions to perform properly; we could say that they are the traffic wardens of our bodies.

Some minerals, such as calcium, phosphorus and fluoride, are necessary to have strong bones and teeth; others, such as iron, are essential for our blood and muscles.

The same happens with minerals as with vitamins. All foods have minerals but in different quantities.

That is why, if we want to be healthy we must eat a little of everything to achieve a varied and well-balanced diet.

Water

Approximately three-quarters of our bodies are made of water. There are people who have survived entire months without eating anything, but you can't go more than a few days without drinking water.

We lose water from our bodies when it's hot or when we run a lot and sweat. We also lose water constantly by breathing or urinating. So, it's important that we drink water to make up what we've lost.



LET'S TELL A STORY...

TITO FORGETS HIS DESSERT

Cosme, Elle and Tito go on a trip to the mountain. They are given food bags which have been prepared at home.

Almost immediately they feel hungry, and as they can't resist, they start to eat, just a few metres after beginning their walk.

"It's a bit early for us to eat a baguette, isn't it?" says Cosme. "Well, we can keep our dessert for later and eat it when we arrive at the mountain."

"What's in your baguette?" asks Elle. "I've got a hard boiled egg with lettuce and carrot. My mummy and daddy say that eggs have a lot of proteins and that lettuce and carrots have vitamins. And for dessert, an orange."

"How yummy!" says Cosme while opening his bag and he takes out his baguette. "Well, I've got turkey and tomato. My daddy says that food gives me energy for running, studying... And for dessert, a pear."

"Mine's with mackerel and olives." says Tito. "Yummy! My mouth is watering! But... and my dessert? Where's my dessert?"

Tito realised that he hadn't brought his dessert. Dessert is what he liked best. And what if he is still hungry after?

"Don't worry." says Elle, "You can share mine. I don't mind."

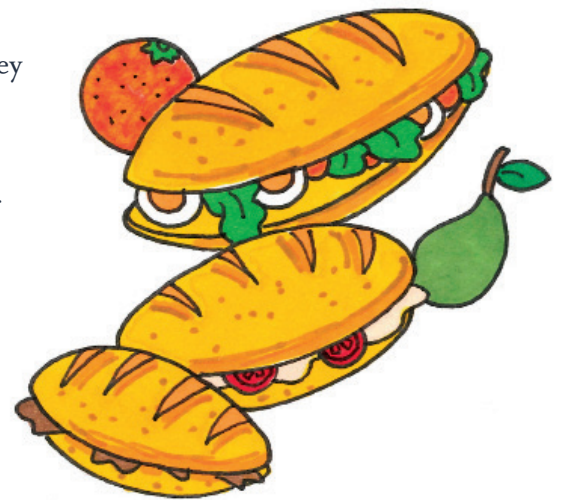
"Come on!" says Cosme, "We've got to keep walking otherwise we won't even reach the path that goes up to the mountain. First of all, let's drink some water."

Tito walked dispirited, he's feeling sad because he hasn't got a dessert. But soon after, a whiff of something tickles his nose. It smells like..., yes! It smells like cheese! He runs off, heading in the direction in which his nose leads him.

Cosme and Elle follow him without knowing very well why.

Right there is Mr. Phant, the elephant, who is making cheese. He sells the cheese he makes.

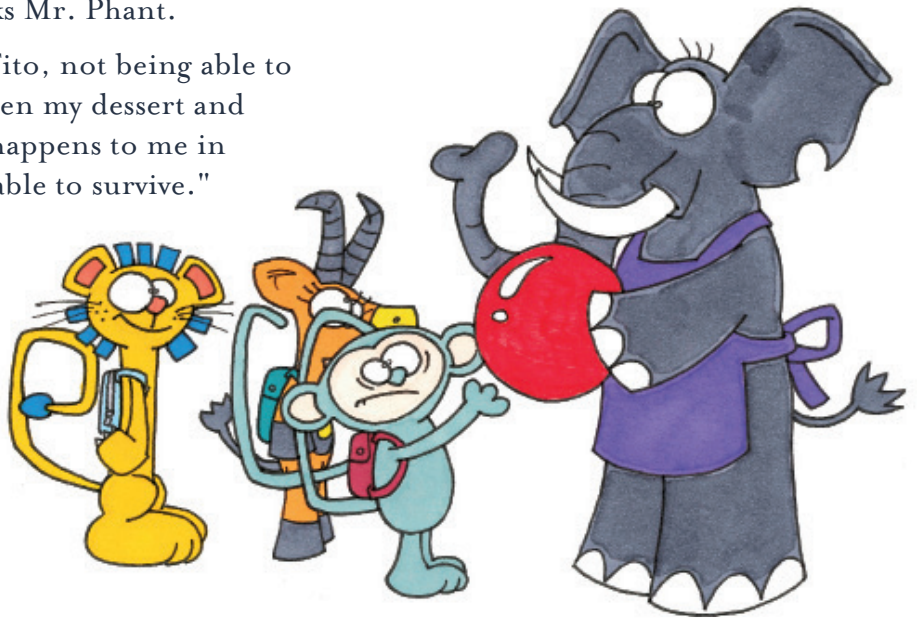
"Well, well. I know you. Your daddy's called Chimpa and works in the market."



"What brings you here?" asks Mr. Phant.

"The smell of cheese" says Tito, not being able to resist. "You see, I've forgotten my dessert and if some sort of catastrophe happens to me in the mountain I may not be able to survive." he added, letting his imagination run wild.

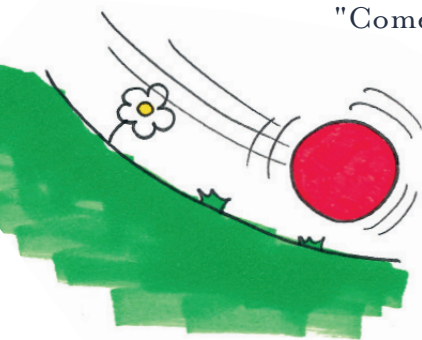
"Yes, yes, of course. Well, we'll have to do something about that." says Mr. Phant giving him a whole Edam cheese. It's so big, Tito can hardly hold it. "With this, I'm sure you'll be able to endure; it has a lot of calcium. And don't forget to drink plenty of water, it's very hot today!"



Tito is extremely happy. He says thank you to Mr. Phant and off he walks with his cheese.

Once they are in the mountain, the three friends open their backpacks again and prepare the desserts they have kept, for eating.

Tito proudly takes out his great cheese, but just as he is about to get his teeth stuck into it, the cheese slips out of his hands and rolls down the mountainside at a great speed.



"Come here! Don't escape! Stop now..!" cries Tito running after the enormous cheese, that keeps rolling further and further down the mountain. But the cheese rolls faster than Tito can run and Tito has no other choice but to stop.

His friends burst out laughing. They find it so funny, to see Tito running after the cheese.

"Come on, come here." Elle says to him "We'll share the desserts. And on the way back you can pick up your cheese."

"Okey." responds Tito giving up. He shares the magnificent desserts with his friends and a joyful day on the mountain.

Cosme, Elle and Tito have learned that...

- There are a great variety of foods, all of them are delicious and they give us vitamins, proteins, minerals...
- We have to drink water in order to stay hydrated.

TELL ME AND WE CAN SING

Let's talk about the story

Where do the three friends go?

What has Elle got in her baguette?

What has made Tito sad?

Who has Tito met?

Does Tito like cheese?

Has Tito been able to eat the cheese?

Let's talk about you

Do you ever go to the mountain?

What do you eat on the mountain?

Do you drink water to stop feeling hot?

Do you like cheese?

Does your family like to eat cheese?

Let's sing

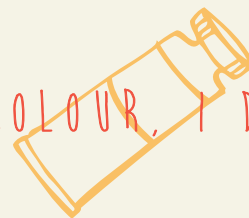
**Down the mountain it rolls and rolls,
Tito's cheese slips from his hands and falls.
It rolls downhill, without once stopping,
Behind it runs Tito, panting and puffing!**



WHAT DOES FOOD
PROVIDE ME WITH?



I COLOUR, I DRAW



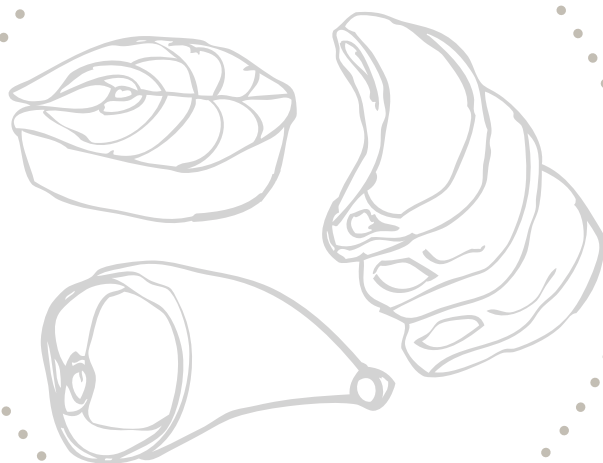
I COLOUR, I DRAW

ACTIVITY 1: I COLOUR AND I CUT OUT

Vitamins



Proteins



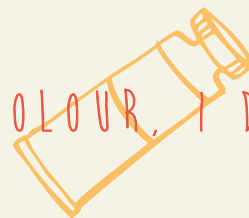
Minerals



WHAT DOES FOOD
PROVIDE ME WITH?



I COLOUR, I DRAW



ACTIVITY 2:

I DRAW A BOTTLE OF WATER AND A CUP

A large rectangular area defined by a dotted line, intended for drawing.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1. GAME: VITAMINS, PROTEINS AND MINERALS ARE USED TO...

We would like to achieve...

That boys and girls in the class...

Become familiarised with terms such as vitamins, proteins and minerals.
Learn about some of the foods from each one of these groups.

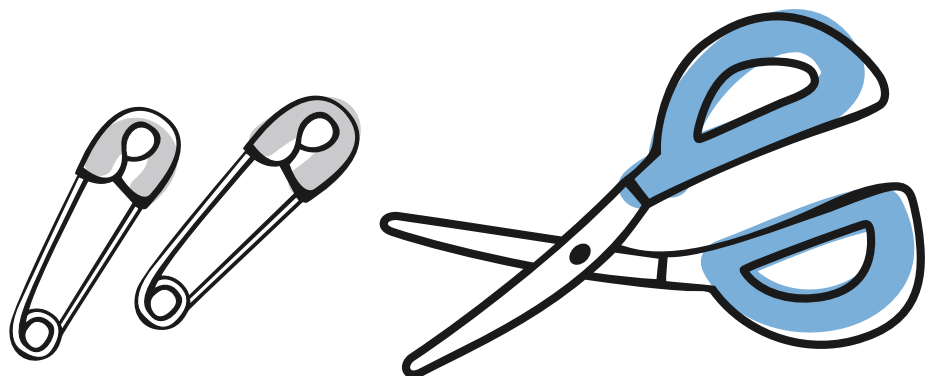
.....

Game dynamics

In the section "I colour, I draw" the pupils have coloured in and cut-out three circles with different types of foods rich in vitamins, proteins and minerals. These circles will be used for splitting the class into three groups.

1. The teacher will attach one of the circles securely to each child's clothes, with a safety pin. Therefore, turning them into a vitamin, a protein or a mineral.
2. The teacher will place all the pupils in a single row (side by side) and will ask questions related to each one of the groups, so that the children belonging to the group, take a step forward. The number of questions asked will allow all the pupils to finish up in the same row.

For example, if the teacher asks, "Are they used for repairing muscles or organs?", the pupils that "are" minerals will take a step forward. If they forget and don't step forward, the teacher will remind them to do so.



Questions for the game:

They are used to repair muscles and organs

They are needed to acquire strong bones

They are essential for our bodies to function well

They help to protect us from infections

We can become ill if we don't take them

They are necessary for having strong teeth

They will take a step forward the...

Proteins

Minerals

Vitamins

Proteins

Vitamins

Minerals

Materials needed

None

Estimated time: 15 minutes

ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Taste raw peas

Pupils will have to take out the peas from their pods and try them.

2. Answer the following questions:

What shape are peas?

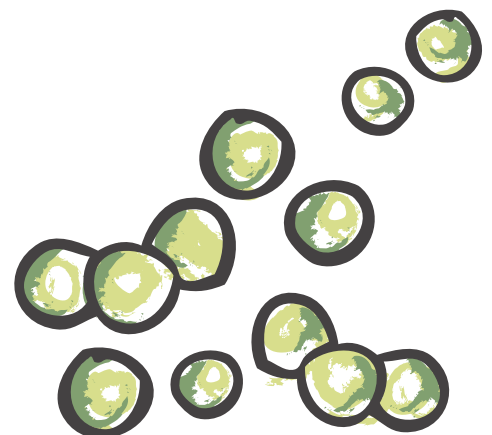
What colour are they?

Do they have a sound?

Do you know why peas are so nourishing?

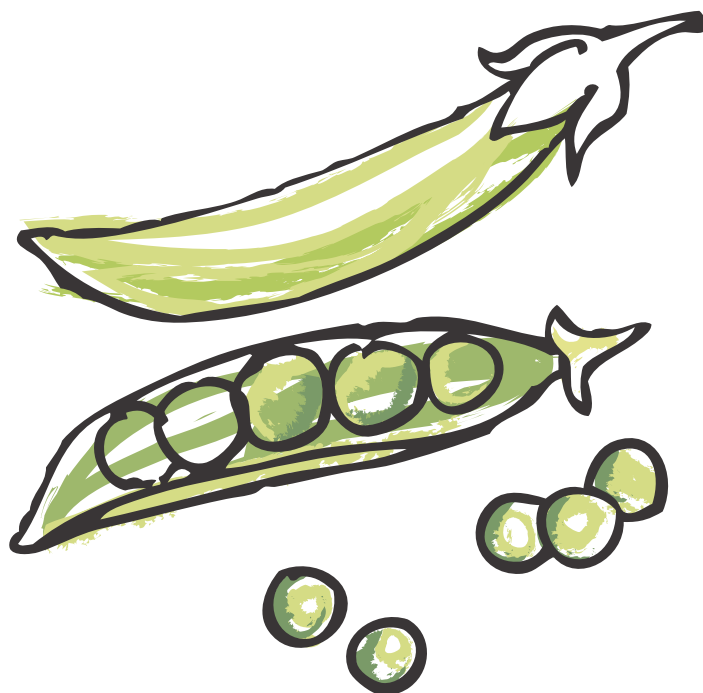
What's a pea pod like: smooth, rough...?

How do they taste: sweet, salty, bitter or sour?



Materials needed

Plastic plates for pupils to put the peas on after they've taken them out of the pea pods.



LEARN WITH NUTRICUB!



Video projection
Unit 3. Video 5.06.wmv

(The teacher will find it on the USB "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)





I TRY IT AT HOME... TODAY



Worksheets for the pupil's tutors.

Cooked peas

With ham or any other way, but they must be prepared.

Questions

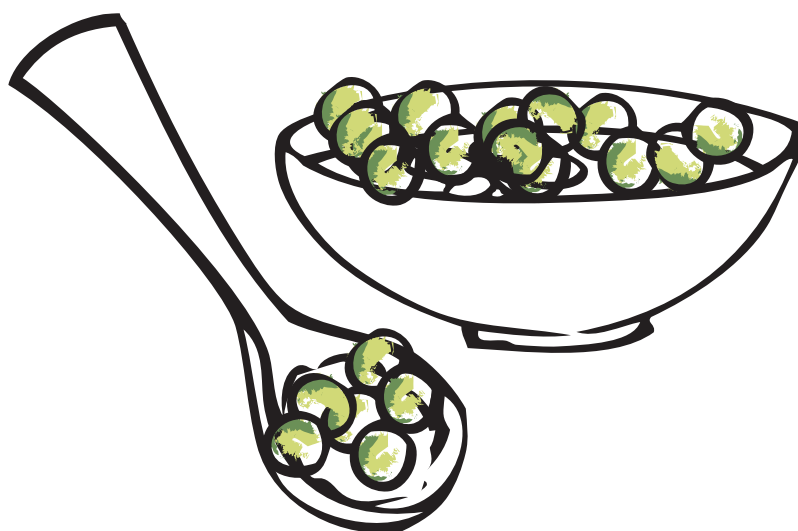
Do you like them?

Do they taste the same as the ones you tried in class?

What colour are they?

What do they smell like?

Do you like their smell?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



HOW AM I NOURISHED?

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

Our Digestive system

The digestive system is responsible for extracting nutrients from the food we eat and these nutrients are absorbed by our cells. To do this, we carry out a process called digestion.

The digestive system is an open-ended tube which runs right through our bodies: it begins at the mouth and ends at the anus.

.....



The mouth

Our **teeth** break up food; they cut it, tear it and crush it.

Our **tongue** is very muscular and that's where our taste buds are found, which inform us about the different food tastes. Our tongue and teeth mix saliva and food together.

Our **salivary glands** secrete between 1 and 2 litres of saliva a day. Without saliva, chewing and swallowing food would be a really difficult task.

.....

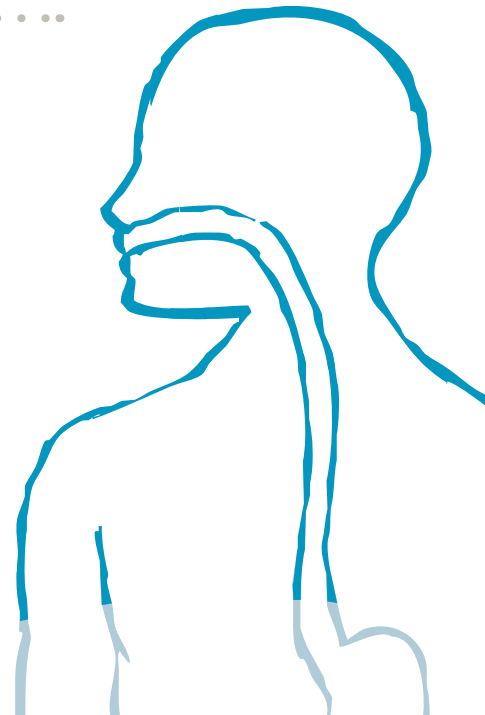
The throat (pharynx)

It's the part of our digestive system which is found beyond the mouth, it's in our neck and it's a tube where the digestive system crosses the respiratory system.

.....

The oesophagus

It transports food from the base of the neck until it reaches the stomach.



The stomach

It's a type of sack which receives and stores all the food during digestion. In the walls of the stomach there are glands that produce gastric juices that are involved in digestion.

The walls of the stomach are formed from various layers of muscle which move the alimentary bolus, mixing it with gastric juices and converting it into pulp (chyme). It is then passed into the intestine.

The intestine

The intestine is divided into the small intestine and the large intestine.

The **small intestine** is the part that carries out the most important function of the digestive tract, which is to absorb nutrients from the food.

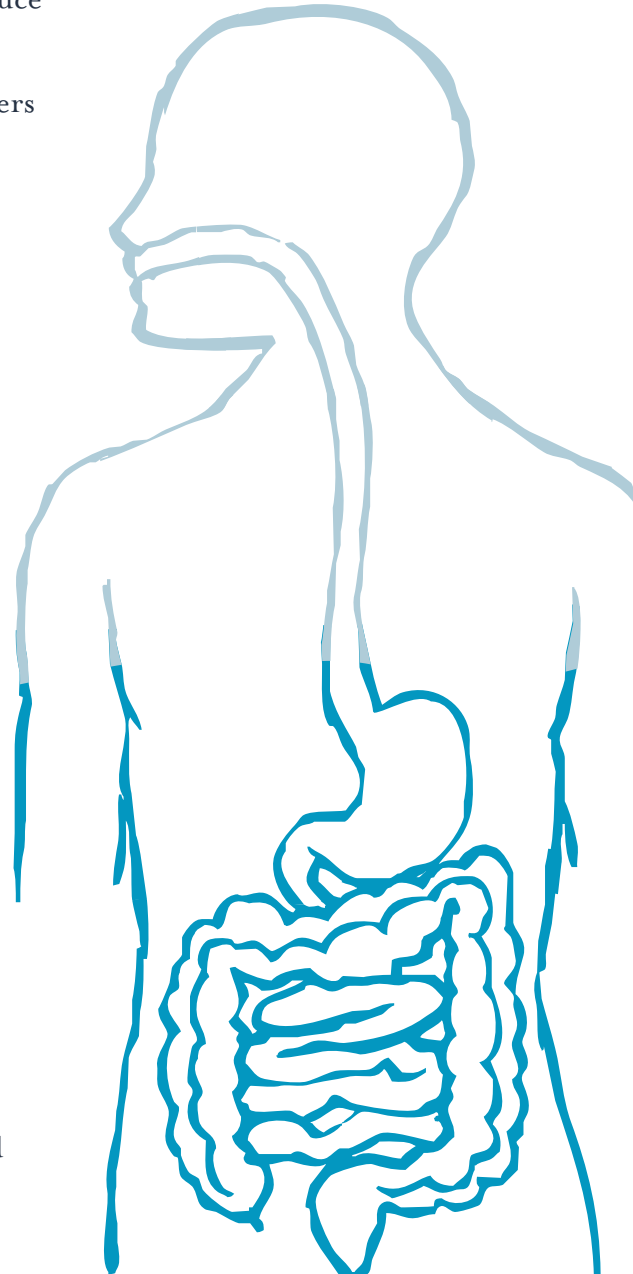
There are two organs that are very important for digestion and which pass their liquids into the small intestine: the **liver** (bile) and the **pancreas** (pancreatic juice).

The caecum, the colon and the rectum form part of the **large intestine**.

- The caecum is short and holds the appendix.
- The colon is where faeces are formed and where water is absorbed.
- The rectum is the final part of the large intestine, it's where the faeces are stored until they are expelled through the anus.

To ensure that our bodies carry out their functions correctly, measures of hygiene, as well as good habits at the table, should be used:

- Wash your hands to avoid contaminating the food.
- Food should be chewed slowly and well before swallowing it.
- Use cutlery properly to avoid touching the food with your hands.
- Always clean your teeth really well after every meal: they have to be healthy so that we can cut, crush and tear food.



LET'S TELL A STORY...

A VISIT TO THE DENTIST

Cosme's tummy hurts. He has eaten a ham and tomato sandwich. It's his favourite! But he's eaten it very, very quickly and now he doesn't feel too well.

"What's the matter?" asks Elle on seeing her friend's pain written face.

"I've eaten my sandwich without chewing it very well." answers Cosme groaning, "And now, my tummy is hurting."

"Of course." replies Elle seriously. "You shouldn't eat quickly. My teacher told me that you have to chew your food really well so that it does us good and so that we don't get a stomach ache."

"Stomach?" asks Cosme.

"Yes, it's here." says Elle touching her tummy. "When you eat food it goes into your stomach, there it mixes with liquids that we have stored to nourish different parts of our body and..."

"Into the mouth it goes, the tummy converts it into soup, then it travels through the intestine and comes out turned into poop. What is it?" asks Tito, who has just joined the group. And answering himself, he shouts: "Food!"

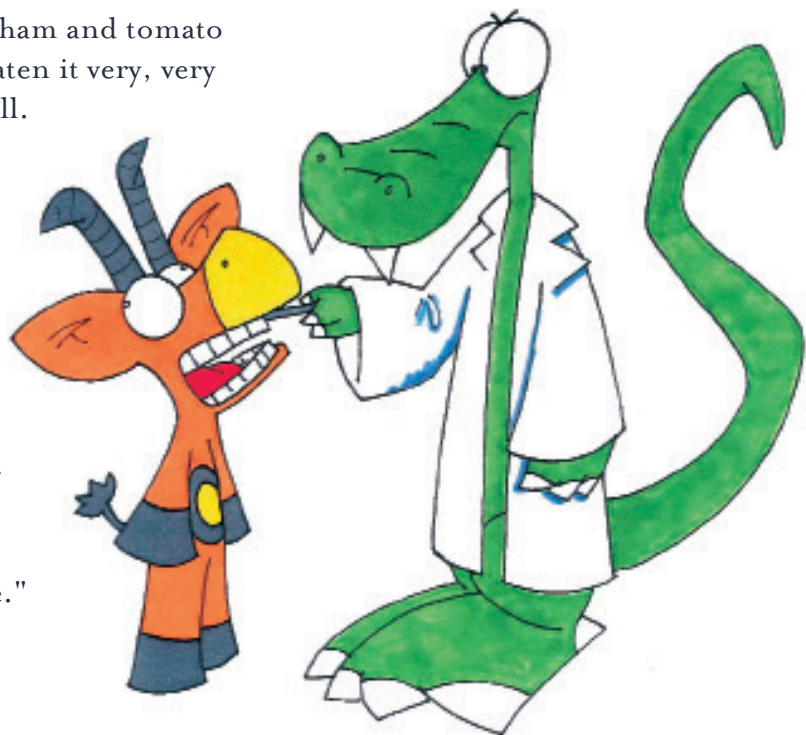
"Poop! He said poop!" said Cosme bursting out laughing. "Who taught you that riddle?"

"My sister Tita. I laughed a lot when she told it to me. But she says that food goes in and comes out of our bodies that way."

Tito is very funny and knows a lot of jokes and riddles. "Will you come with me? I have to go to the dentist." he says.



He the crocodile is a great dentist. He knows so much about teeth. But he is a bit scary with that huge mouth of his, those long teeth and that light he puts on his head to be able to see inside your mouth to find out if there is any tooth decay (tiny, little bugs that spoil your teeth.)



"Hmm, hmm." he says while examining Tito's mouth.

The three friends watch expectantly. What does "Hmm, hmm" mean? But soon they find out.

"Very bad, Tito, very bad." says Mr. Ile. "You don't clean your teeth properly and if you continue that way, you'll get tooth decay and won't have any teeth left when you're older. Teeth are very important for eating because they crush food before going down to your stomach."

"You see, I told you that the stomach..." says Elle in plan "know-it-all". But the dentist interrupts her.

"Come here, Miss. I want to see your teeth as well."

"But..."

"No ifs or buts. Open your mouth." says Mr. Ile imperatively. "Hmm, hmm, your mouth doesn't look that good either, so..."

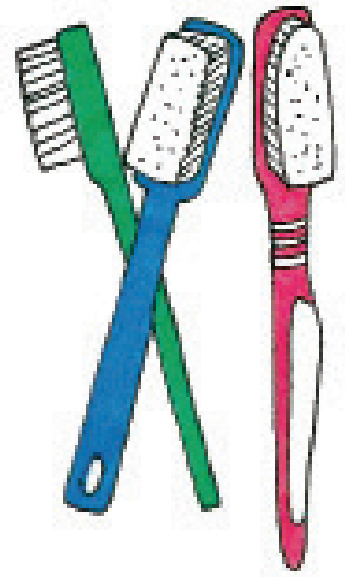
"For being clever, for being clever..!" interrupts Cosme. Although he suddenly froze when he saw Mr. Ile lift up his finger and call him over to the chair where Elle was sitting.

"I don't like this either." says Mr. Ile looking at Cosme's teeth, shaking his head from side to side. "Let's see, let's see..." he says opening one of the drawers where he keeps his dental instruments.

The three frightened friends look at each other. "He's not going to take a tooth out, is he?" they wonder.

"One for you, another one for you and this pretty one for you. But you all have to promise me that you are going to brush your teeth really well after every meal and that you're going to eat slowly. Right?"

"Yes." answer all three together and they leave happily with their toothbrushes.



Cosme, Elle and Tito have learned that...

- We should chew our food well so that our stomach has to work less and that way we can obtain all the necessary nutrients for our bodies to function well.
- We have to look after our teeth really well. We must brush them after every meal and visit the dentist to have them examined. If we don't do this, we'll end up having tooth decay that will harm our teeth.

TELL ME AND WE CAN SING

Let's talk about the story

What is hurting Cosme?

Why does it hurt him?

Where does food enter into our body?

What is Mr. Ile?

Whose teeth has Mr. Ile examined?

What does Mr. Ile give them?

Let's talk about you

Do you eat quickly or slowly?

Do you chew your food well?

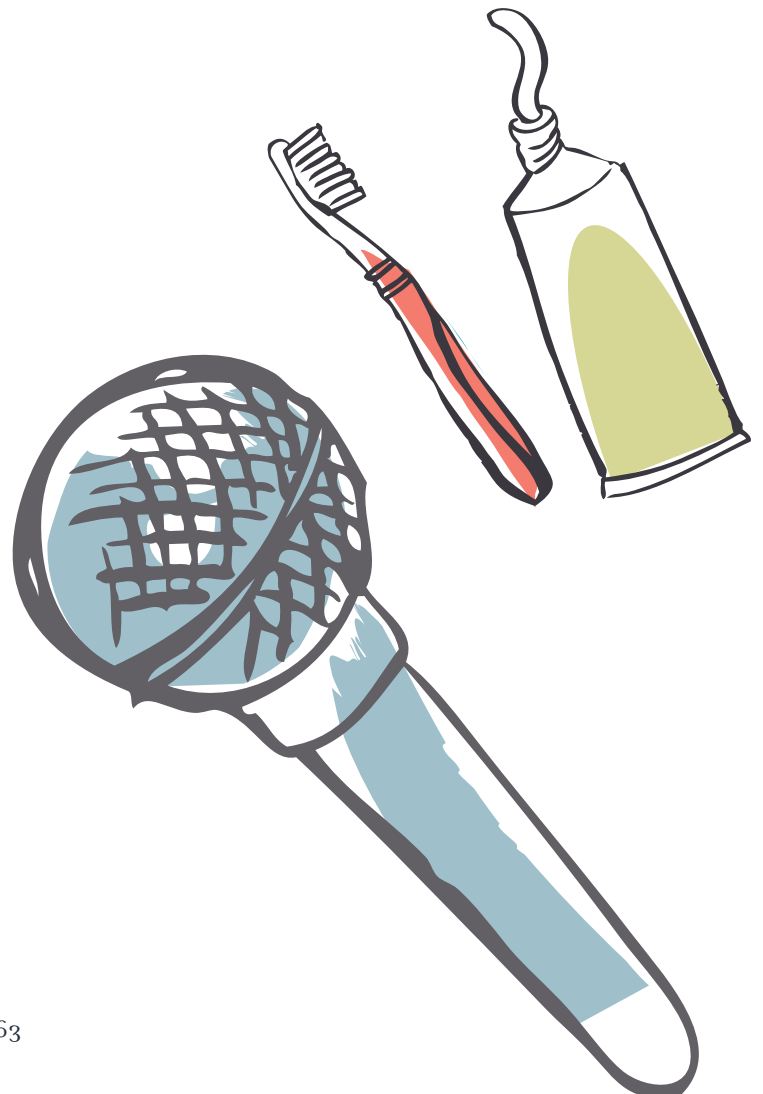
Have you ever been to the dentist?

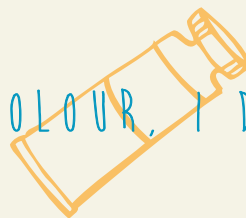
Do you clean your teeth after meals?

Do you brush your teeth for a long time or a short time?

Let's sing

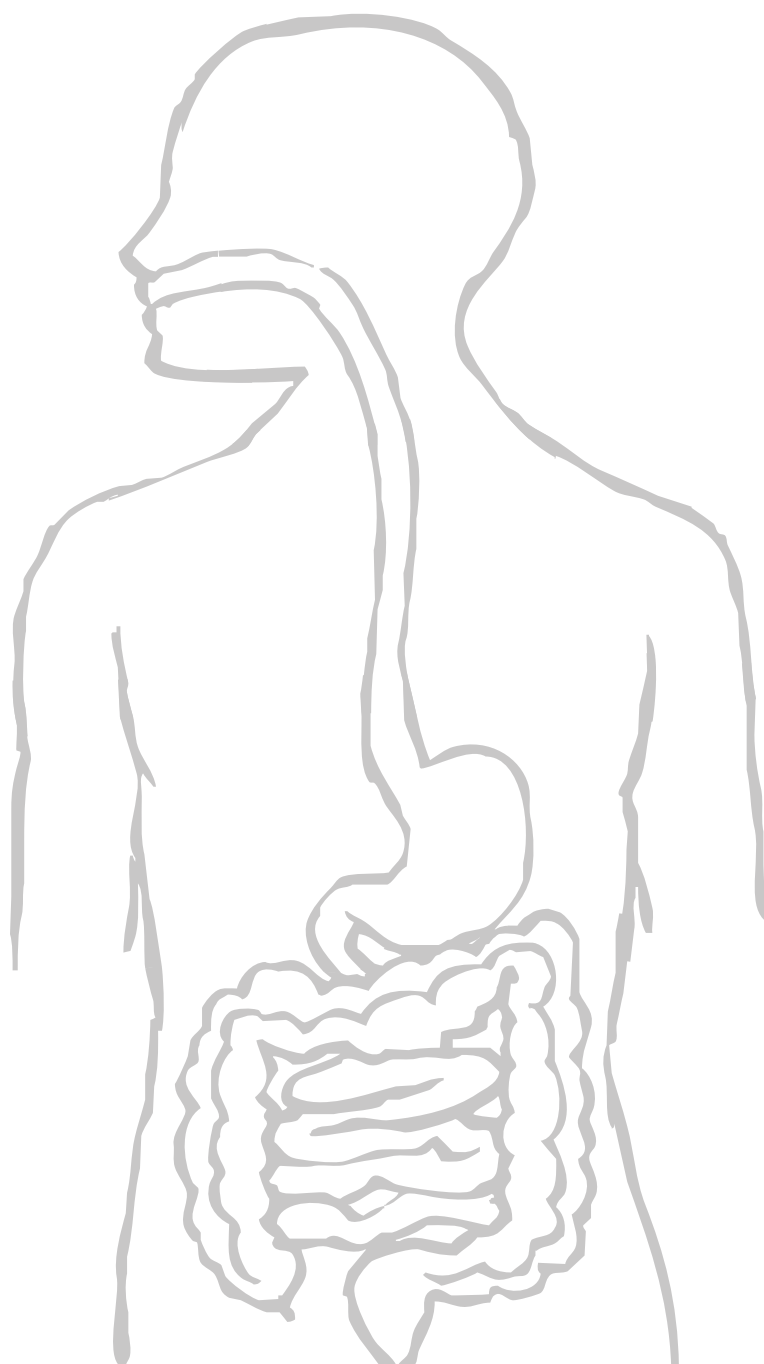
Three friends to the dentist go,
but Mr. Ile is not happy at all:
"If you don't clean you teeth,
out they all will fall,
then you won't be able to eat,
when you become old".

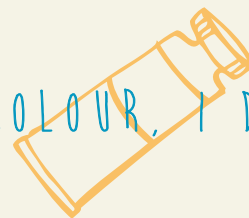
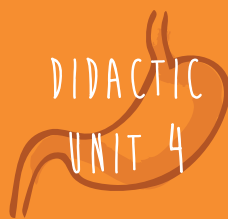




1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR A DIGESTIVE SYSTEM





1 COLOUR, 1 DRAW

ACTIVITY 2: 1 DRAW MY TOOTH BRUSH

A large rectangular area defined by a dotted line, intended for drawing a toothbrush.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: MY DIGESTIVE SYSTEM

We would like to achieve...

That boys and girls in the class...

Locate their mouth, larynx, stomach and intestine in their bodies.



Game dynamics

1. Pupils will learn the "poem" about the digestive system which appears below.
2. At the same time pupils are told to touch different parts of the body through which food passes and with their hands they will make gestures related to the function each organ carries out (the teacher will choose either the suggested actions or ones that he or she believes to be more appropriate).

Food

Poem

Gestures

<i>In the mouth it is chewed</i>	<i>Pupils will pretend to chew food.</i>
<i>Past the larynx with a gulp</i>	<i>They will touch their throats using up and down movements.</i>
<i>It arrives at the stomach and is mixed into pulp</i>	<i>Pupils will touch their stomachs and with their hands they will pretend that they are crushing something.</i>
<i>It passes to the intestine</i>	<i>They will touch the area where their intestine is situated and will make a gesture to show something passing through.</i>
<i>Where it then will dwell</i>	<i>They will move their fingers, opening and closing them and move their hands inwards and outwards as if they are absorbing something.</i>
<i>All the nutrients needed</i>	<i>They will make circular movements with their hands above their bodies.</i>
<i>Then what's not wanted</i>	<i>They will move their hands, shaking their wrists indicating that there is something not wanted.</i>
<i>Has to then leave</i>	<i>Hands indicating below.</i>
<i>Through this small hole, we have here beneath</i>	<i>They will touch their bottom.</i>

ACTIVITY 2: WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

Leading product: Walnuts or a different type of dried fruit or nut in season

1. Pupils will touch it, smell it, describe it and taste it.

2. Pupils will answer the following questions:

What shape does it have?

What does it smell like?

Does it have a sound?

What colour is it?

Is it smooth, rough, wrinkly...?

How does it taste: sweet, salty, bitter or sour?

Do you like it?



LEARN WITH NUTRICUB!



Video projection

Unit 4. Video 6.06.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)



I TRY IT AT HOME... TODAY



Worksheets for the pupil's tutors.

I try: A tomato

Questions

Do you like it?

How does it taste: sweet, salty, bitter, sour?

What colour is it?

What does it smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



HOW MUCH SHOULD I EAT?

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

How much should I eat?

We must eat all types of foods, **each one fulfils its function**, but we **shouldn't eat the same amount** of each one **nor should we eat them with the same frequency**. What's important is to eat a varied diet, suitable for each age group, which should be balanced and in moderate amounts.

Foods that we should consume on a daily basis and how frequently (daily or weekly consumption, depending on the type of food) can be seen in the picture of the *Healthy Food Market*.



Source: Healthy Food Market. Child and youth population (FEN, 2011).

Cereals are found in the upper part of the market, such as bread, rice, pasta (macaroni, spaghetti, pasta shells...), breakfast cereals, corn, etc., and potatoes are also there. It's preferable to consume wholegrain cereals because they provide us with fibre which makes us feel full after eating them. These foods give us a lot of energy and we should eat them every day. By the end of the day, we should have eaten them at least six times.

Water is also very important and for that reason it's situated at the top of the *Healthy Food Market*. We have to drink plenty of water, approximately 6-8 glasses a day, above all to quench our thirst

Water is the drink we always choose when we are thirsty and when the weather is hot, or if we go running or practice some type of sport. Natural juices, soups and foods such as fruit and vegetables also give us water when we consume them.

Next to the water we find **fruit and vegetables**. We have to eat them every day, in total 5 portions between the three groups (for example, 3 pieces of fruit and 2 plates of vegetables). They provide us with vitamins and minerals so that every part of our body functions well

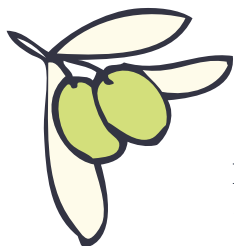
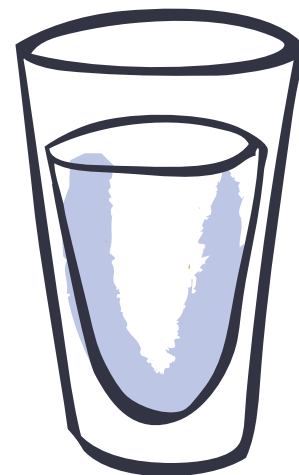
and they give us fibre which makes us feel full, as mentioned before. In addition, the consumption of these foods contributes to substituting others with fat, salt or sugar content. It's fun as well as healthy to mix different coloured fruit and vegetables. The best way to eat fruit is fresh, in season and whole. They can also be used to make juices, smoothies, fruit cocktails and fruit compotes.

In the *Healthy Food Market*, next to the fruit and vegetables, we can also see **olive oil** (preferably extra virgen) and sunflower oil. Extra virgen olive oil is the best oil for cooking and for adding to dishes. For this reason we should use it on a daily basis, but with moderation.

In the lower part are the **dairy products**, such as milk, cheese and natural yogurts, which help us to grow and to maintain strong bones. We should consume 3 dairy product items every day, specially at breakfast and as an afternoon snack.

Lean meats (chicken, turkey, veal and rabbit), **fish** (hake, whiting, sole, megrim, squid, tunafish, etc.), **eggs**, **pulses** (lentils, chickpeas and beans) and **dried fruit and nuts** (almonds, hazelnuts, etc.) correspond to

different food groups, even though they all provide us with animal or vegetable proteins which help us to grow. Every day, we should eat 2 portions of whichever of these foods, one for lunch and the other for dinner.



On the bottom shelves of the *Healthy Food Market* (the smaller ones), **processed meats** and **cold meats** are found, such as "chorizo" (spicy sausage), spam, pate, salami and sausages. We should eat them now and again, but not every day.

Lastly, we also find **sweet things** on these shelves, which should only be consumed occasionally. They can make us put on weight and provoke teeth decay. We should reserve sweets and cakes for when we are with family or friends on special occasions, such as a birthday party or a celebration. We should do the same with savoury snacks, like crisps, etc and fizzy drinks.

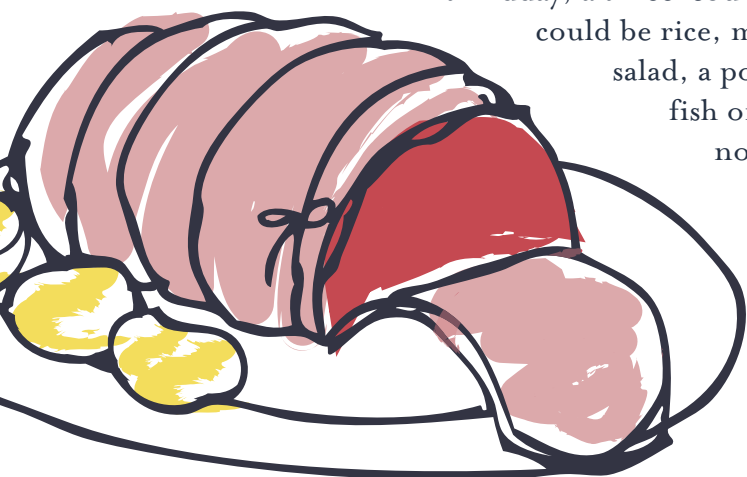
What and how should a school pupil eat during the day?

It is best to have **5 meals a day**, but they ought not to be too large, so that one doesn't feel full up and tired. It is better to have lunch and dinner with the family or with friends at school, and not sitting in front of the television. That way, it is easier to perceive the food being eaten and therefore, avoid eating too much.

You should have a good **breakfast** every morning. To do this, you should sit at the table, relaxed and accompanied by the family before leaving for school. You ought to always have at least three different types of food: milk, fresh fruit or natural fruit juice and bread or cereals, preferably wholegrain. It would be better to prepare school bags and everything needed for school, such as clothing, the day before. That way, you will have more time to eat breakfast calmly.

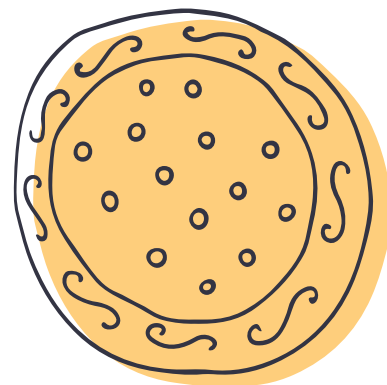
At **mid-morning break**, you should always eat something. It would be better if it was a piece of fruit, a yogurt, some cheese, a filled roll or sandwich.

At midday, a three-course **lunch** should be eaten: a starter, which could be rice, macaroni or spaghetti, vegetable purée or a salad, a potato or pulse stew; a main dish, of meat, fish or eggs, accompanied by potatoes (preferably not fried) carrots, tomato, lettuce or other vegetables (different to those eaten for starters); and dessert, which should generally be fruit, and once a week it can be a natural yogurt. All of this should always be accompanied by bread and water. You shouldn't put any more salt on your food seeing that salt has already



been added during preparation. Olive oil (virgin extra where possible) is best for dressing salads and vegetables.

An **afternoon snack** gives you energy for playing or doing homework after school. You should have milk or yogurt, fruit or a natural juice, cereals, biscuits (preferably a wholegrain version with low sugar content) or a homemade sandwich. Now and again, a hand-full of dried fruit and nuts (walnuts, almonds, hazelnuts, pistachios, etc.) can also be eaten.



Two courses should be eaten for **dinner**, but different to those eaten at lunch. For example, if macaroni or rice has been eaten for lunch, at dinner vegetable purée. If at lunch time, a meat or chicken fillet has been eaten for main course, for dinner it should be a plate of fish or squid, with vegetables. Also, accompanied by bread and water.

The pupil should give the school menu to the parents, so that they know what their child has eaten for lunch and can prepare something different at night time.



Before going to bed, a glass of milk can be drunk, it will help the child to sleep better.



MENU EXAMPLE:

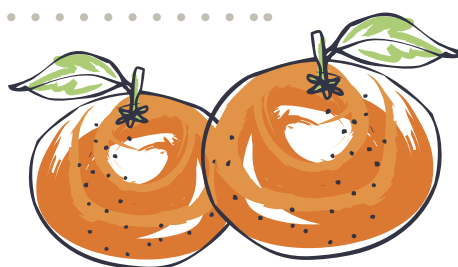


Breakfast

A cup of milk with a teaspoon of powdered cocoa.
A slice of toast with tomato.
A small pear or freshly squeezed orange juice.

Mid-morning

Two mandarin oranges.



Lunch

Macaroni with tomato.
Chicken pieces in sauce, with carrot and sweetcorn salad.
Strawberry and banana fruit cocktail.
Bread, water.

Afternoon snack

Traditional baguette (cured ham or tunafish and tomato, or ham and cheese).



Dinner

Vegetable puree (potatoes, carrots, marrow).
Hake in batter with a side-dish of rice.
Natural yogurt.
Bread, water.



LET'S TELL A STORY...

TITO'S TUMMY

Tito goes running to school.
He nearly arrives late.

"Tito, what's wrong with you today, why are you so quiet?" asks Mrs. Lowl, his teacher. Teacher Lowl is a very, very intellectual owl. She always looks straight into your eyes when she asks you questions and looks as if she is going to hypnotise you.

"Nothing." replies Tito unenthusiastically.

"Nothing?" Mrs Lowl asks Tito again staring at him with her huge eyes. "You're not ill, are you?"

Elle and Cosme, who are sitting next to Tito, look at their friend with interest.

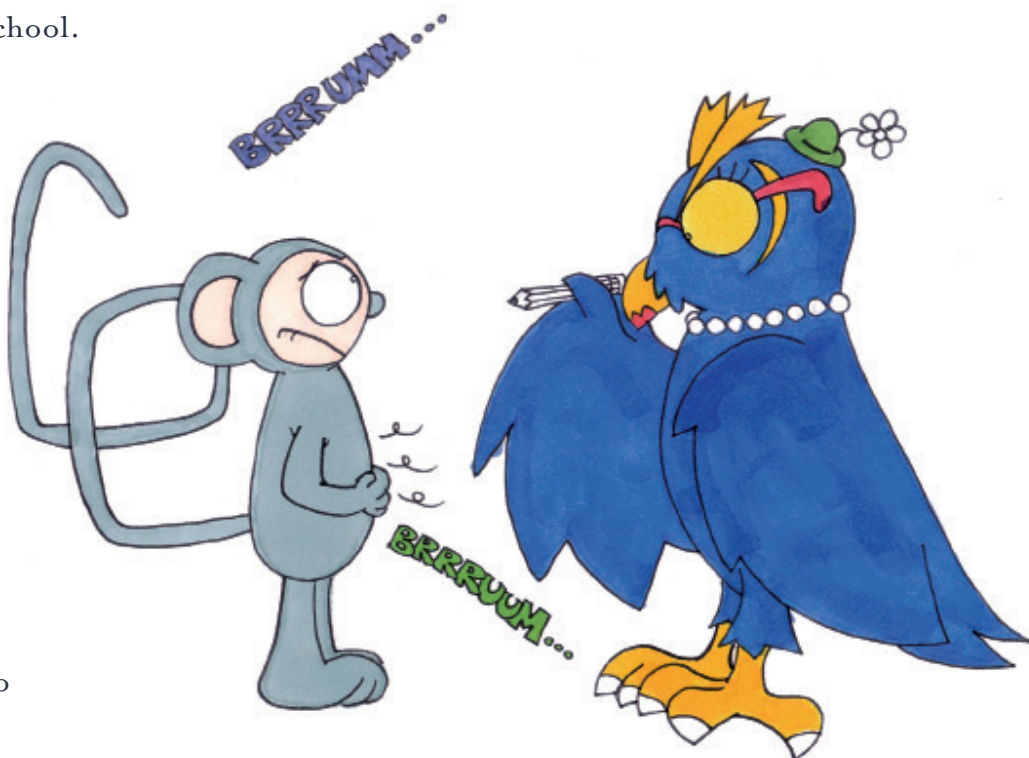
Tito was going to answer but suddenly his stomach began to make a noise. First of all, it made a slight noise "brrr, brrr", but then a strong noise, like a motorbike: "brrrrrrrrrum, brrrrrrrrum...".

The whole class burst out laughing.

"So then, what has happened is that you left home and have come running to school without having breakfast, isn't that right? Goodness me! You have an empty stomach that's why it's making such a noise." says the teacher.



Tito agrees, nodding his head up and down. He feels somewhat embarrassed for making so much noise and surprised at how clever his schoolmistress is.



Mrs. Lowl takes advantage and tells everyone in the class how important it is to have a good breakfast. "It's the first meal of the day and without it we wouldn't have energy and..."

But Tito's stomach didn't stop making loud noises and the teacher could hardly be heard. His stomach sounded like a motorbike; no, like a tractor; no, like an airplane. Brruummm, Brruummm.

Cosme and Elle couldn't stop laughing. Poor Tito! Just as well, it's time for mid-morning break. Tito takes out an apple that his mummy put in to his school bag.

"How delicious!" says Tito eating the apple and his stomach stops making a noise. But he is still hungry and he asks Elle for one of her mandarins. He continues to be hungry so he asks Cosme for some of his cherries. But he keeps feeling hungry...

"Tito" says the teacher, "You must't eat too much now, otherwise you'll get a tummy ache. We have to eat five meals a day, but none of them should be very big. You'll have to wait until it is lunch time to eat any more."

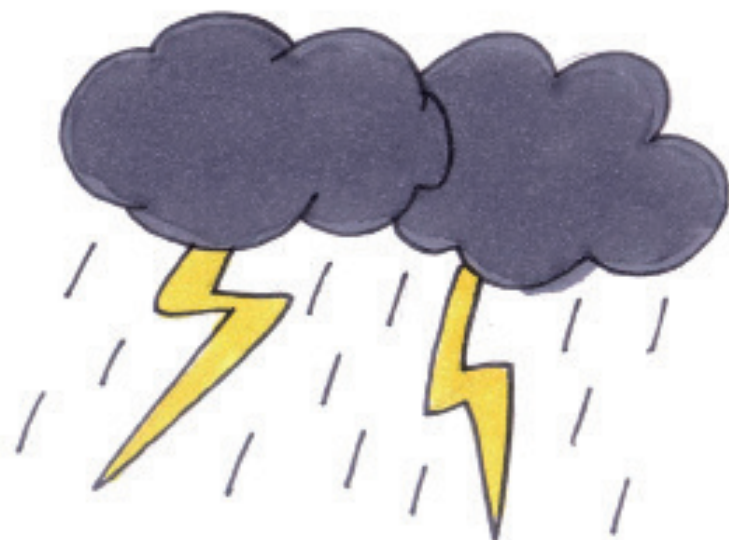
After eating, Tito had a lot of energy and went back to being himself again. Mischievous.

Suddenly, a loud noise was heard in the classroom: Brummmmmmmmm!
Brummmmmmmmm!

Tito, feeling a little scared, placed his hands on his tummy while the whole class watched him in amazement. Now that had sounded loud, really loud. Was it possible for that noise to come from his tummy?

But then, it started to rain heavily. It rained cats and dogs! It wasn't Tito's tummy, it was thunder that had frightened them all! Brummmmmmmmm!
Brummmmmmmmm!

The whole class started to laugh. As well as Tito, Cosme and Elle.



Cosme, Elle and Tito have learned that...

We have to eat five meals a day, so that we don't eat too much at a time and therefore don't feel too full up. That way we can also avoid eating snacks between meals seeing that there is not much time between one meal and another.

TELL ME AND WE CAN SING

Let's talk about the story

How does Tito go to school?

What happens to Tito's tummy?

What noise does Tito's tummy make?

Why does it make a noise?

What is Tito's schoolmistress like?

How many meals a day does the schoolmistress say we should have?

Why does Tito have to eat?

Let's talk about you

Do you have breakfast everyday?

Do you have breakfast with your family?

Do you have milk in your breakfast?

If you can't eat dairy products,
what foods do you eat instead?

Do you have fruit for breakfast?

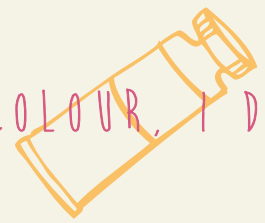
What other food do you eat for
breakfast?

Which meal do you like best:
breakfast, mid-morning snack, lunch,
afternoon snack or dinner?

Let's sing

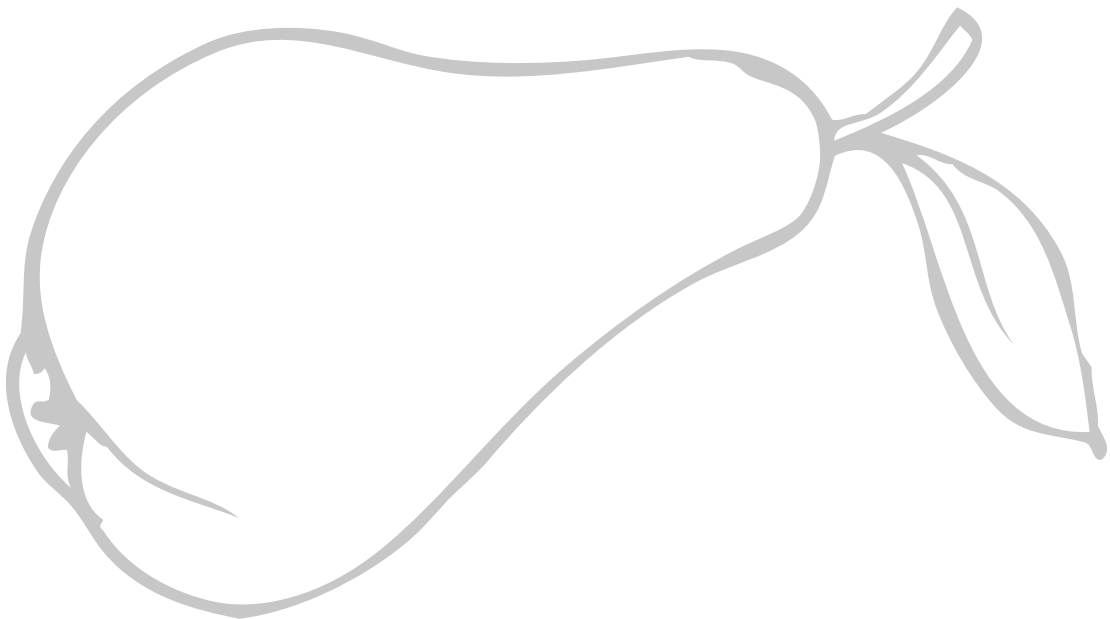
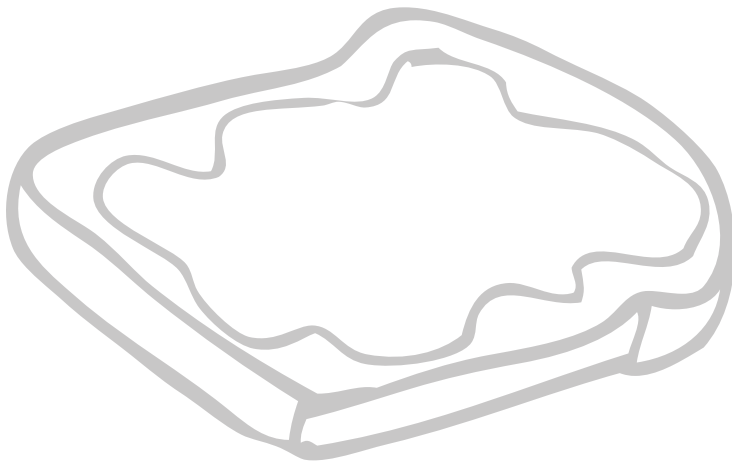
**Brum, Brum, my tummy sounds like
Brum, Brum, it keeps on rumbling
Brum, Brum, just like a motorbike
Brum, Brum, the engine starting
Brum, Brum, empty tummy
Brum Brum, I have to fill
Brum, Brum, now it doesn't rumble
Brum, Brum, It's quiet and still!**

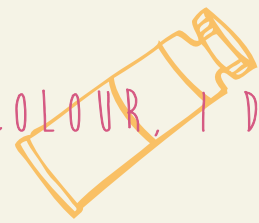




1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR

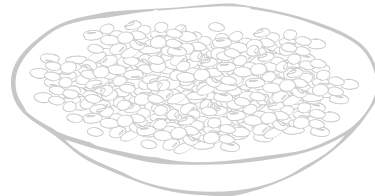




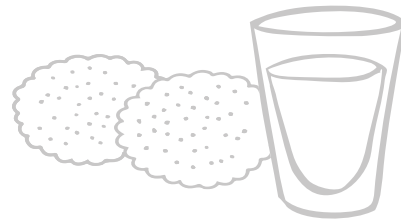
ACTIVITY 2: 1 JOIN AND 1 COLOUR

The child will have to draw a line from the different meals we must eat each day to the corresponding food: A plate of lentils - Milk and biscuits - Baguette - Fish with baked potatoes - a piece of fruit.

Breakfast



Mid-morning



Lunch



Afternoon snack



Dinner



WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: LET'S EAT RIGHT

We would like to achieve...

That boys and girls in the class...

Learn how to spread different foods out throughout the day.



Game dynamics

The teacher will...

1. Place on various tables, different food products that are made of plastic, drawn on paper or cut out from card, etc. There will be the same amount of products as there are pupils; for example, 15 oranges if there are 15 pupils.
2. Divide the children into groups, with the same amount of members in each group, and put food labels on them: paella, macaroni, "fabada" (pork and bean stew), etc.
3. Ask each child to choose from all the products on the table, those that are for breakfast. Pupils will have been given a plastic plate each. They will then place the products they have chosen onto their plates.

If every child from each group has chosen all the products correctly, the group will be given 10 points. If there are products that aren't for breakfast, a point will be taken away for each incorrect product.

The same activity will be repeated with the rest of the meals: mid-morning snack, lunch, afternoon snack and dinner.

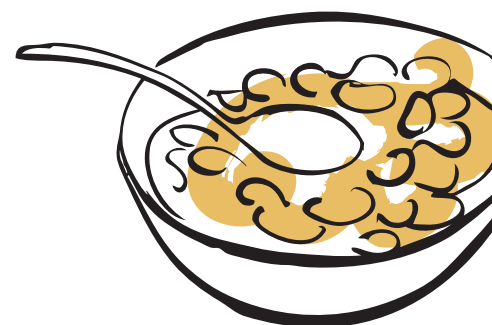
The winning group will be the one that scores the most points.



Materials needed

Food products made of plastic, card or paper.
Plastic plates.

Estimated time: 15 minutes



ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Prepare a turkey baguette with apple, cream cheese and lettuce

Needed:

Baguette
Slice of turkey
Apple
Cream cheese
Varied lettuce leaves



Recipe:

1. Cut the bread into two equal parts.
2. Spread the cream cheese on one of the parts.
3. Place the lettuce leaves, in small pieces, onto the cream cheese.
4. Cut the apple in thin slices and put 2-3 slices on top of the lettuce.
5. Lay a slice of turkey over the lettuce.
6. Put the other part of the bread on top, making the baguette.

Material needed:

A knife for cutting the bread and apples
Paper napkins



2. Eat the baguette

3. Answer the following questions:

Do you like baguettes?

Do you like cheese?

Do you like turkey?

Do you like lettuce?

Do you like apple?

What colour is the lettuce?

What's the lettuce like: smooth, rough, wrinkly...?

How does it taste: sweet, salty, bitter or sour?

What colour is the cheese?

What is the cheese like: soft, rough, wrinkly...?

How does it taste: sweet, salty, bitter or sour?

What's the apple like: soft, rough, wrinkly...?

How does it taste: sweet, salty, bitter or sour?

Is it fun preparing a baguette?



LEARN WITH NUTRICUB!



Video projection

Unit 5. Video 3.01.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)

I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

Natural Yogurt

Questions

Do you like it?

How does it taste: sweet, salty, bitter, sour?

Why colour is it?

What does it smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
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HOW SHOULD I EAT?



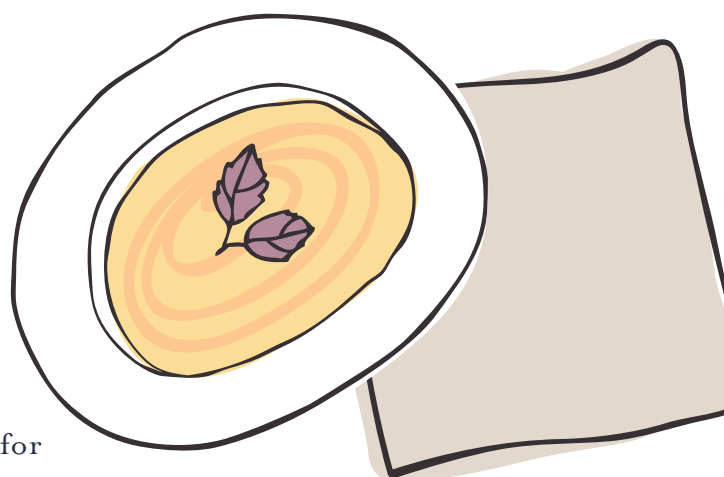
WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

How should I eat?

Alimentation is to **voluntarily** take from the outside world a number of substances contained in food which form part of our diet and which are necessary for nutrition.

Nutrition is a group of **involuntary** processes through which man ingests, absorbs, transforms and uses substances found in food for providing energy, repairing our body's structures and reducing the risk of illness.



Furthermore, food can be enjoyed, specially if we choose food that we like best. We celebrate nearly everything eating: a wedding, a birthday, a graduation, etc. At mealtime, it's important to use our five senses (sight, smell, taste, hearing and touch) and to have a good time.

Foods are grouped according to the nutrients they contain. We must eat food, adequate in quantity and frequency, from every group and also vary between foods within the same group. In such a way, we can ensure that essential nutrients are not missing. But within a single group, we can select foods that we like best and that way, enjoy what we eat.

People are the only living beings that actually cook their food: when man came across food that was edible but not eatable (not pleasant to eat) or difficult to digest, he transformed it.

To correctly choose food that is going to form part of our diet is very important, because it has to help us to:

- Grow healthily.
- Adopt a healthy life style through a proper diet that's well balanced, varied and in moderation, as well as through daily exercise.





- Enjoy eating.
- Adjust to the country or region's habits and customs.

Moreover, it must be recognised that **the place** and **how one eats** are just as important as the food itself. When children eat with adults (parents, grandparents...), they learn to behave themselves and to enjoy the adults' company and the food. At mealtimes, the family has an important role to play when it comes to supporting their children in the acquiring of lifelong, healthy eating habits. When children observe what adults do at the table, they develop certain habits which will determine their way of eating throughout life. Noise, poor ventilation, fumes or eating quickly do not promote correct food consumption.

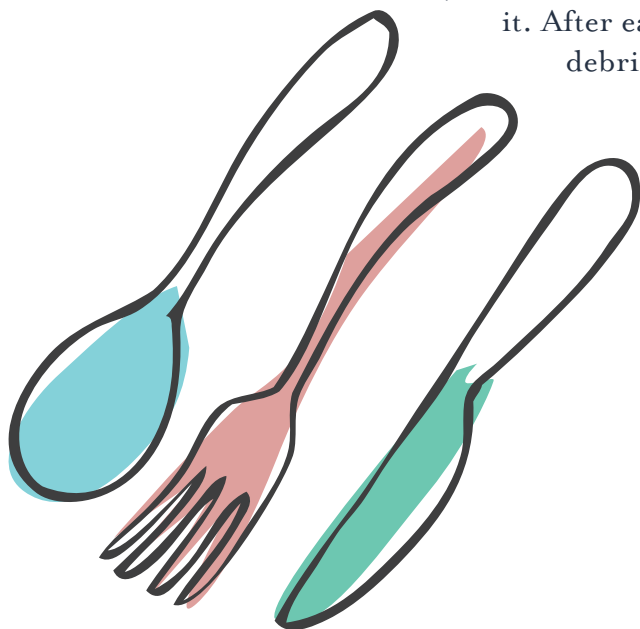
When we eat with the family at breakfast, lunch or dinner, we can talk about what we did during the day, we can make plans or just listen to what someone else is saying.

A good habit is to have **breakfast everyday** and to do so correctly, having at least three different types of food: dairy products, fruit and bread or cereals, preferably wholegrain.

At mealtimes, there are simple **rules of good behaviour and hygiene** to be considered, so that we can enjoy this moment even more. First of all, we should wash our hands well before sitting at the table, to remove any dirt they might have. Doing this, we avoid contaminating the food we are going to put into our mouths.

We have to also **use our cutlery properly** -we hold the spoon and the knife with the same hand and the fork with the other hand- and the napkin, with which we wipe our mouth before and after drinking.

Lastly, we must eat slowly and chew our food well before swallowing it. After eating, we need to clean our teeth to remove debris and particles left behind by food.



LET'S TELL A STORY...

COSME, THE PIRATE CAPTAIN

Elle is very happy. Her mummy has promised to show her a new recipe and they are going to prepare it together for lunch.

"Cosme, mummy is going to show me how to make Tuna-fish-Filled eggs. She says it is easy. If you want, I can give you the recipe later and you can put it in the cookery book you are going to write."

"Thanks, Elle. My friend Martin, the cook, is coming very soon and I can show him your recipe."



"Hi, guys." says Tito, who has just come from the market. "Look, I've brought you some peaches and some mandarin oranges. I love mandarin oranges! They're small but they smell so good."

"Elle is going to cook with her mummy today." Cosme informs him.

"That's great! Can we cook as well?"

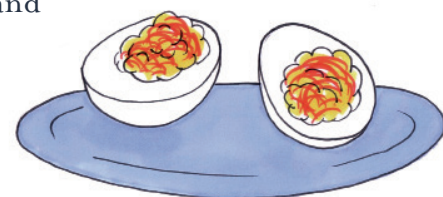
Elle stops to think and then says: "I don't think mummy will mind. But I'll go and ask her."

Elle's mum, Mrs. Zelle, agrees. Together they are going to prepare the food and then they are all staying for lunch.

The three of them carefully follow the instructions given to them by Elle's mummy and now they are filling each half of a boiled egg with a mixture made from egg yoke, tunafish and mayonnaise. They look really tasty.

"I really like eggs. My daddy says that you can cook them in many ways: fried, boiled or as an omelette." says Cosme, not being able to resist and he sticks his finger into the filling and puts it in his mouth.

"No, no and no." says Mrs. Zelle. "When it's time to eat you have to respect the rules of good behaviour. You must wait, and not start until we are all together. And, let me see, have you all washed your hands?"



The three friends run to wash their hands. When they return, all of Elle's family are sitting at the table: her mummy, daddy, young brother and her little old grandma, who has come to visit them.

Tito starts to eat quickly but, all of a sudden, he notices that Elle's dad is eating slowly and so decides to do the same.

Cosme has stuck a cocktail stick into a piece of bread and has put it on top of one of the egg-halves that Mrs. Zelle has served him. It looks like a little boat.

Indeed, it's a pirate boat and Cosme has become the captain.

"Set sails! Raise anchors! Forward sail!" shouts Cosme to the amazement of all those sitting at the table. His imagination has played a trick on him and he hadn't realise that he was thinking out loud.

Everybody laughs at his enthusiasm.

"Well, Cosme, I can see that you have a good imagination and that you've turned your egg into a boat. That's alright, creativity is important when eating. It can make you enjoy eating even more." says Elle's daddy.

Tito and Elle have also put bread sails on their eggs and they eat them hungrily.

"And for dessert, a fruit cocktail that grandma has prepared." says Mrs. Zelle.

"Great!" the three answer together. They have already tried grandma's fruit cocktail and it's really, really tasty.

"Well, and what have you all done today?" asks grandma while serving dessert. Mealtime is a good time for talking.

And the three of them begin to tell her what they have been doing all morning and how they have enjoyed making the eggs.

It's true that mealtime is a very enjoyable time.



Cosme, Elle and Tito have learned that...

It's important to eat with the family in order to acquire a healthy lifestyle.

Food can be made in many different ways according to the recipe used.

Rules of good behaviour must be maintained at the table.

TELL ME AND WE CAN SING

Let's talk about the story

What is Elle going to prepare with her mummy?

Why does Mrs. Zelle tell Cosme off?

What has Cosme put onto his egg?

What has Cosme imagined?

What are they going to have for dessert?

Let's talk about you

Do you have lunch at home or at school?

Do you help to prepare food at home?

Do you always wash your hands before eating?

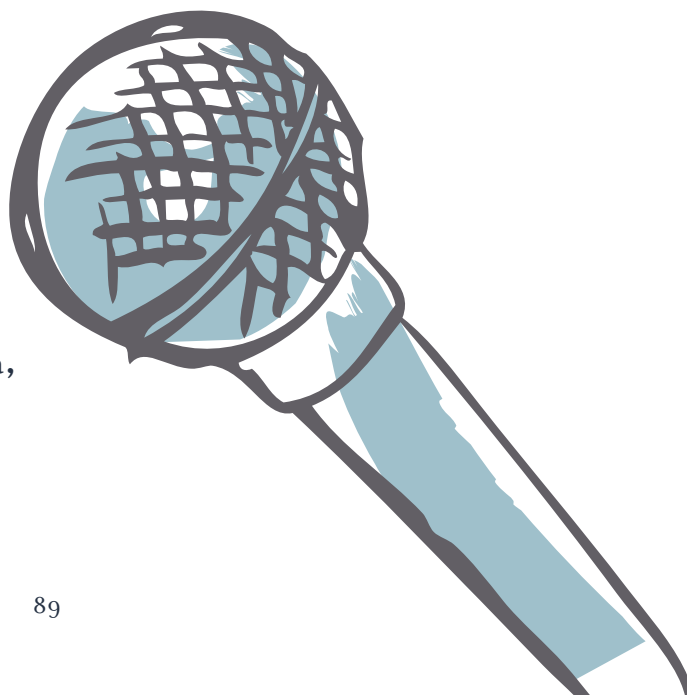
Do you talk to your family during lunch or dinner?

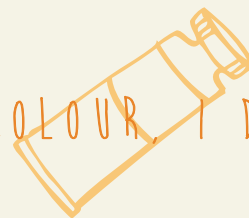
Do you watch television while having lunch or dinner?

Do you clean your mouth well before and after drinking?

Let's sing

The sun is a slice of lemon,
A banana is the moon,
The little stars in my soup,
I also eat with my spoon.
A stalk of broccoli is a tree,
My boat a slice of melon,
Wherever I go sailing on the sea,
I use my imagination.

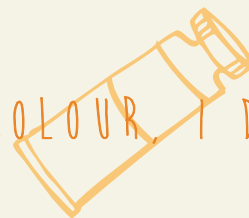




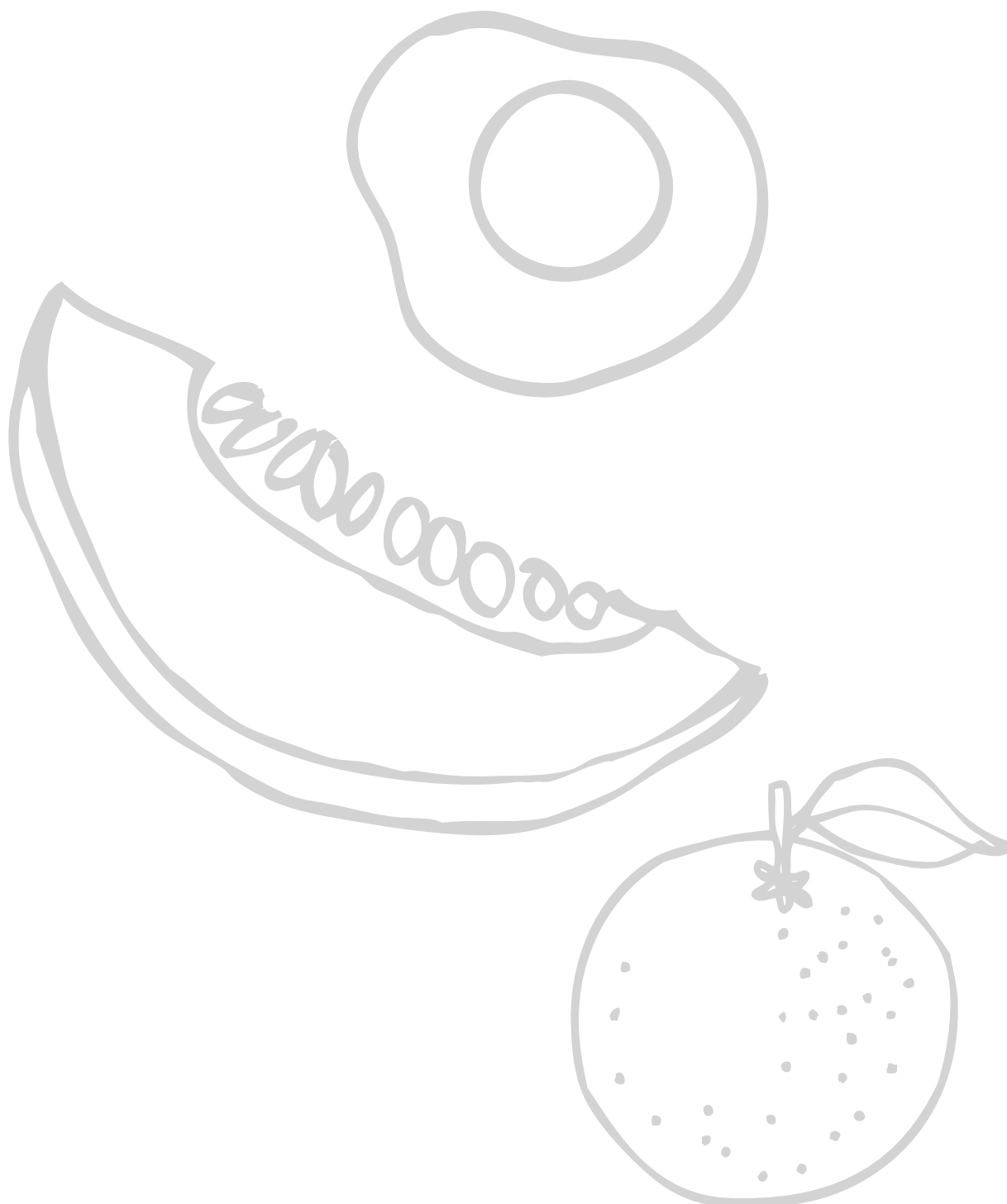
1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR





ACTIVITY 2: I PAINT AND I CUT OUT



WE'RE GOOD LITTLE COOKS

ACTIVITY 1. GAME: EATING RIGHT, EATING WRONG

We would like to achieve...

That boys and girls in the class...

Learn to use good table manners and become aware of the importance of eating with the family.

.....

Game dynamics

Help children to distinguish between good manners and bad manners at the table. For that:

The teacher will...

1. Put the tables in the classroom together as if they were the family table. The children will sit at the table, representing the father, the mother, the grandad, the grandma, the brother and sister. They will be the actors.
2. Give various instructions to each one of the pupils sitting at the table, without the other pupils knowing what was said. These orders will be, for example, to eat really quickly, to wipe their face with their sleeve instead of a napkin, to eat food with their hands, or to also use a fork properly, to clean their mouth properly using a napkin, etc.
3. Ask the boy or girl to do what he or she was instructed to do. Then, ask the rest of the class, watching the action, if what the child has done is right or is wrong, and why. If the pupil has done it correctly, the teacher will ask them all to say together: *"Right, right, right, you've eaten right"*. When the pupil has carried out an action incorrectly, the rest of the pupils will say: *"Bad, bad, bad, you've eaten really badly."*

.....

Materials needed

None

Estimated time: 15 minutes



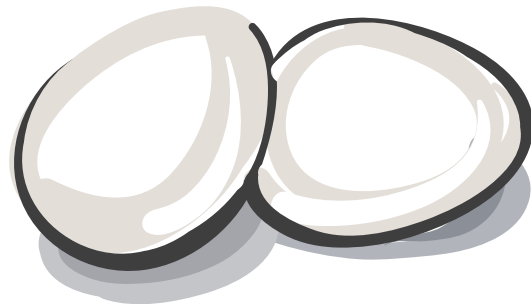
ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Prepare eggs filled with tunafish

Needed:

Boiled eggs
Cans of tunafish
Mayonnaise



Recipe:

1. Boil the eggs (it would be better to take the eggs already boiled to school).
2. Cut the eggs in half.
3. Remove the egg yolks and put them in a bowl (keep aside a few yolks to sprinkle on the top later).
4. Mix together the yolks, the tunafish and the mayonnaise until it resembles a smooth mixture.
5. Fill the eggs with the mixture.
6. Sprinkle the yolks kept aside, onto the filled eggs.

Material needed:

Knives for cutting the eggs
A bowl
Plates
Small plastic spoons
Paper napkins



2. Eat the filled eggs

3. Answer the following questions:

Have you enjoyed preparing this recipe?

Do you like eggs filled with tunafish and mayonnaise?

How do they taste: sweet, salty, bitter or sour?

What do they smell like?

Are they, smooth, rough, wrinkly...?



LEARN WITH NUTRICUB!

LEARN WITH NUTRICUB!



Video projection

Unit 6. Video 6.01.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)

I TRY IT AT HOME... TODAY



Worksheets for the pupil's tutors.

I try: Potato omelette with courgette and onion

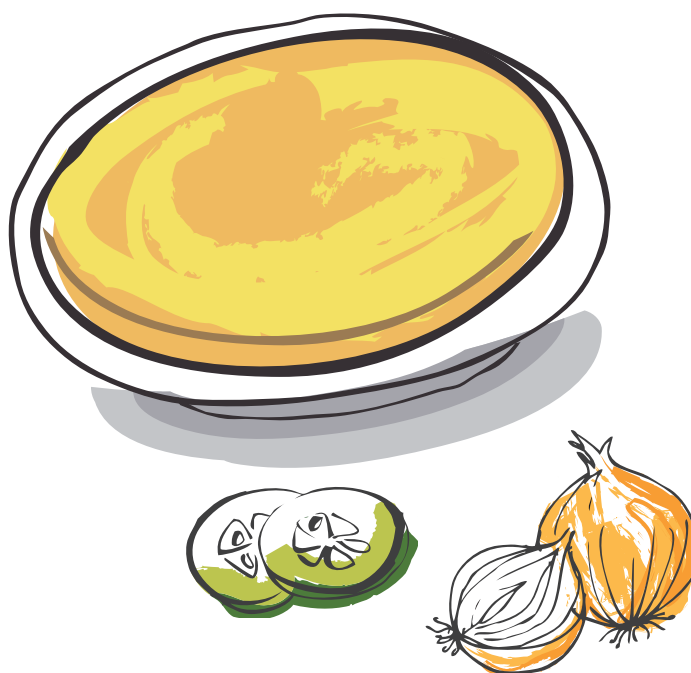
Questions

Do you like it?

How does it taste: sweet, salty, bitter, sour?

What colour is it?

What does it smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



USE ALL FIVE SENSES TO EAT

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

Use all five senses to eat

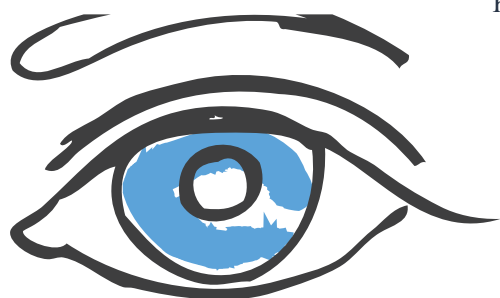
As we become more familiar with good cuisine, even though we do so through playing games, we mustn't forget that eating shouldn't only be satisfying, but also healthy. Being healthy isn't only living without illness, but it is to feel physically and mentally well: when you are able to shout from the rooftops "Today I feel really great!".

Achieving this is very important to prevent illnesses. Fortunately, in recent times, great progress has been made in this area. This has also occurred in relation to heart problems, diabetes, obesity and high blood pressure.

It is essential to eat correctly, with the right balance of necessary nutrients. This doesn't have to be boring, quite the contrary, if it was to be combined with physical exercise and playing games, this would be magnificent. Daily personal hygiene, rest and sleep are also healthy habits at all ages. We must sleep the amount of hours we need.

Eating can be, therefore, an extremely fun activity, because the five senses come into play:

Sight: The first thing we should do, when we sit at the table, is to look at what one's going to eat. Through our sight we are able to see what we are eating and therefore, we are able to get a first impression of whether we like it or not. Some foods are really pretty! What a variety of colours they have, for example, with vegetables. The red colour of tomatoes, the orange colour of carrots and the green colour of beans!

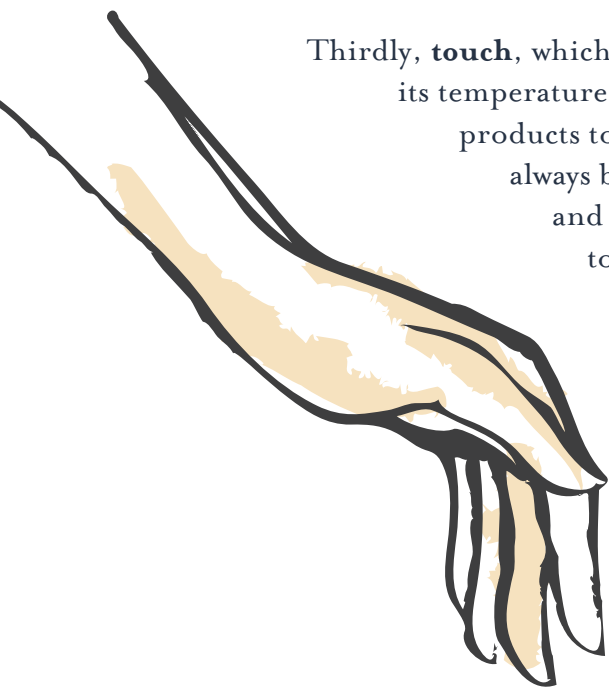


Then comes "smell's" turn: Does it smell good, normal or bad? What is your opinion? We should approach the product



with great care, so as to capture the diversity of aromas it has. A great exercise is to visit different markets to learn about the variety they offer. Smelling fruit, for example, can reveal to us a wonderful and unique world of aromas.

Thirdly, **touch**, which helps us learn about the texture of food, as well as its temperature. For this reason, we shouldn't be scared to touch products to see what shape and texture they have (this should always be done carefully). Going to a fruit and vegetable stand and buying different types, could be a fun activity. Try to discover the various varieties just by touching them, as all of them have the most distinct and appealing shapes.



Now, it's time for **taste** to join the previous three senses. The favourable or non-favourable impression the receptors in the taste buds have, will determine whether we have preferences to certain types of food or particular recipes. Taste is the most remarkable sense: just because some people like something, doesn't mean that others will. But we shouldn't forget, we must try everything and eat a varied and balanced diet. This is developed over the years, but it must also be "cultivated", trying a variety of things and comparing. We should be very inquisitive when eating, because discovering hidden nuances in food is a source of great pleasure, at whatever age.

And finally, **hearing** is also of importance. Not that it will help us to complete a recipe provided, but it does allow us to talk about the meal, an activity that will make us more and more cultured, in terms of food. Yet, we mustn't forget that food actually has different sounds: french fries and biscuits are both crunchy, but in a different way. There are other products that can burst in our mouths, but only our sense of hearing allows us to enjoy this curious performance happening within us.



Our four basic tastes

As well as our five senses, we have four basic or primary tastes. They are all found in specific areas of the tongue, and are the so called "taste buds". Each one of them occupies a certain place and contains multiple taste receptors. What does this mean? It means that the entire area of the tongue detects all tastes, but with small differences. It's great fun, as well as educational, to discover where each one is situated.

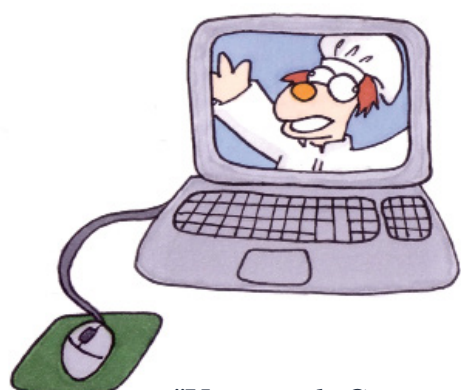
Therefore, "sweet" is located on the tip of the tongue; "bitter" on the back of the tongue; "salty" on the outer walls; and "sour" on the inner walls. As well as these four basic and essential tastes, every combination of food flavour and taste emerges, present in all imaginable recipes.

The combination of our basic tastes with our five senses, makes food become a real pleasure, which is conveyed to our brains and creates a feeling of true satisfaction. Isn't it true, that when we eat well, we have a really pleasant and enjoyable feeling? When we combine eating well with exercise, playing and laughter, we will live a longer, happier and healthier life.



LET'S TELL A STORY...

THIS SMELLS ROTTEN



Cosme is talking to his friend Martin. He's a cook and appears on television. Although each one lives in a different place, both of them have a computer and can talk to each other on the Internet.

"Hello, Martin. How are you? I've collected some new recipes for my recipe book and I'm looking forward to showing them to you so that you can teach me how to make them."

"Very good, Cosme. At the moment, I'm preparing a delicious dish which I'm sure you would love."

"Show me it. What is it?"

"Well look, it has meat, cheese, potatoes, spices, salt..."

"And what's that? It looks as if it's rotten! Yuck, it's got bugs!"

"It's Cabrales cheese. During its processing it develops a fungus which gives it a blue colour and makes it look as if it has gone off. But don't trust your sight nor your smell, it's really delicious. I'm going to send you some so that you can try it."

Cosme finds the cheese to be a little disgusting, but he doesn't want to disappoint his friend.

"Yes, of course." says Cosme, worried that he has to taste this unusual cheese. He doesn't fancy that at all.

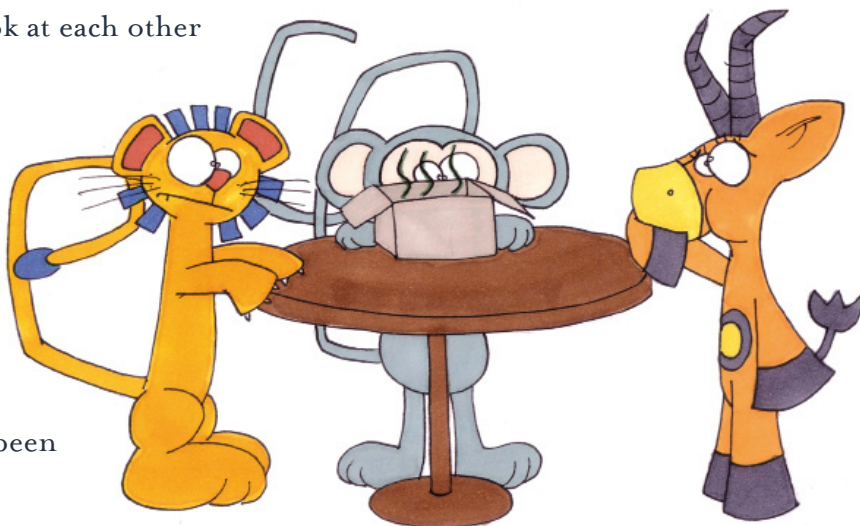
Cosme talks to his friends Tito and Elle. He tells them about the conversation he had with Martin. Elle and Tito look at each other quite amazed.

"Why would he want you to try such a horrible thing?" asks Elle.

"I don't know. He said that it was really delicious."

"My mother told me that we have to try everything." says Tito.

The postman has notified Cosme to go and collect a packet that has been left for him.



When Cosme opens the packet at home, a terrible smell escapes. The three friends step backwards.

"Disgusting! It smells like sweaty socks!" exclaims Cosme.

"No, like stinky feet." says Elle.

"No, it smells of rotten herbs." says Tito.

"I'm not going to try that." says Cosme.

"Neither am I." adds Elle.

"And me, even less." says Tito.

Suddenly, a voice from behind them exclaims: "Mmm. I can smell Cabrales cheese!" It's Mr. On, Cosme's daddy who has just returned from buying bread with two friends of his.

"Well, well. Who has sent you such a wonderful thing?" asks Mr. On with a watering mouth.

Cosme couldn't believe it. That thing there, that really stinks and looks absolutely rotten is apparently a "wonderful thing"?

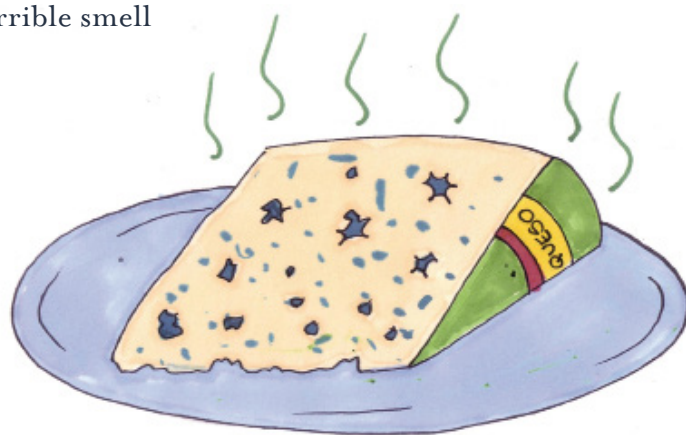
"Can I try it, please?" asks Mr. On. And right there he spreads a little of the cheese onto a piece of bread and pops it straight into his mouth. Then, he gives some to his two friends who look at him excitedly. "Delicious, absolutely delicious!" they can't stop saying.

Cosme and his friends watch while the cheese disappears little by little. When there is hardly any left they decide to try it. "It's delicious!" they all exclaim together. But it's too late. Mr. On has just popped the last piece into his mouth.

"We're fools." says Cosme. "We should have tried the cheese earlier." "Yes, next time, apart from smelling it and looking at it, we have to taste it."

"Bother." says Tito a little downcast, "My mummy always says: 'You have to try everything to know whether you like it or not'."

Cosme, Tito and Elle look enviously at Mr. On and his friends who have eaten all the cheese and are laughing happily.



Cosme, elle and tito have learned that...

Apart from looking at food and smelling it, you have to taste it to know whether you like it or not, and you mustn't reject it for its appearance or smell.

TELL ME AND WE CAN SING

Let's talk about the story

What's Cosme's new friend called?

What profession does Martin have?

What is Martin going to send by post to Cosme?

Why doesn't Cosme want to try the cheese?

Was it tasty?

Who has eaten it?

Let's talk about you

Which foods smell bad?

Which foods smell good?

Do you try all the food that is served at the table, even though you don't like its appearance or smell?

Which food don't you like?

Which food do you like best?

Let's sing

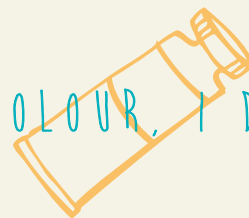
I can see food
I smell its aroma
It's texture is good
I try its flavour
Look how pretty!
It's full of colour
It smells so good!
I love its aroma
It tastes good!
I've eaten it all!



USE ALL
FIVE SENSES TO EAT



1 COLOUR, 1 DRAW



1 COLOUR, 1 DRAW

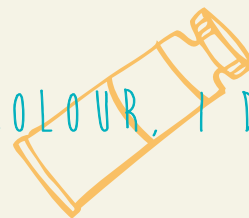
ACTIVITY 1: 1 COLOUR



USE ALL
FIVE SENSES TO EAT



I COLOUR, I DRAW



ACTIVITY 2:

I DRAW FOOD PRODUCTS I LIKE BECAUSE OF THEIR COLOUR

A large rectangular area defined by a dotted line, intended for drawing food products.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1. GAME: LET'S EAT WELL

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

We would like to achieve...

That boys and girls in the class...

Identify our four basic tastes: sweet, salty, bitter and sour.
Enjoy the taste of food.

.....

Game dynamics

Teachers will...

Take to class products with different tastes: bananas (sweet); lemons (sour); olives (salty); cucumbers (bitter), cut them into slices, except for olives which will be kept whole, and put them on four different plates or in dishes.

Ask pupils to pick up a plastic plate and a plastic fork and to take a small slice from each of the four plates or dishes.

Once all the pupils have their plates, the teacher will ask them to select the food that tastes sweet. The teacher will watch to see which one the children choose, helping those that haven't been able to choose correctly. Then, everyone will eat the slice of banana.

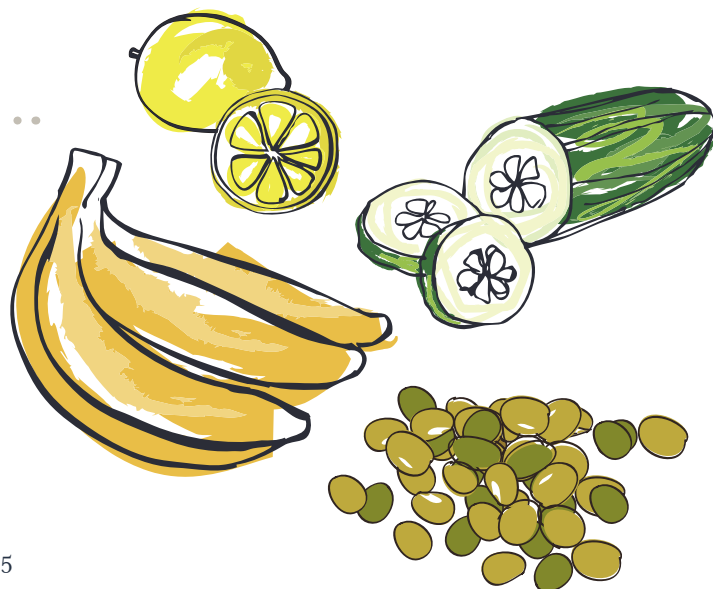
The same will be done with the rest of the products.

.....

Materials needed

Bananas, lemons, olives, cucumbers
4 dishes
Plastic plates
Plastic cutlery
Paper napkins

Estimated time: 15 minutes



ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Prepare a salad with boiled potatoes, tomato and carrots

Needed:

Boiled potatoes
Uncooked tomato
Carrots
Oil
Vinegar or lemon
Salt

Recipe:

1. Boil the potatoes (it would be better to take them to school already boiled).
2. Cut the potatoes into pieces (dice-shaped).
3. Finely chop the tomato.
4. Cut the carrots in very thin slices.
5. Pour on top the oil, vinegar or lemon and then sprinkle a little salt on.
6. Mix it all together.

Material:

Plastic knives to cut the ingredients
A bowl
Plastic plates
Plastic forks
Paper napkins



2. Eat the salad

3. Answer the following questions:

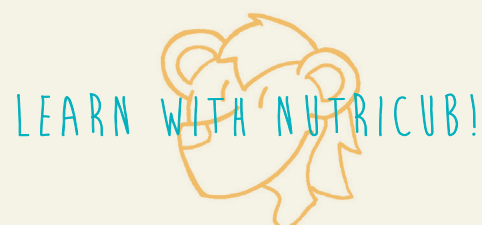
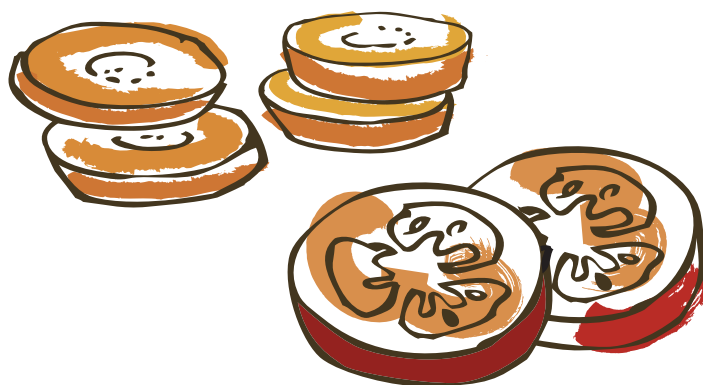
Have you enjoyed preparing this recipe?

Do you like salad?

How does it taste: sweet, salty, bitter or sour?

What does it smell like?

Is it smooth, rough, wrinkly...?



LEARN WITH NUTRICUB!



Video projection

Unit 7. Video I.II.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)



I TRY IT AT HOME... TODAY



Worksheet for pupil's tutors.

I try: Breadsticks

This is a product that crunches when chewed. There aren't many foods that do so. Therefore, it's important to focus on the sense of hearing.

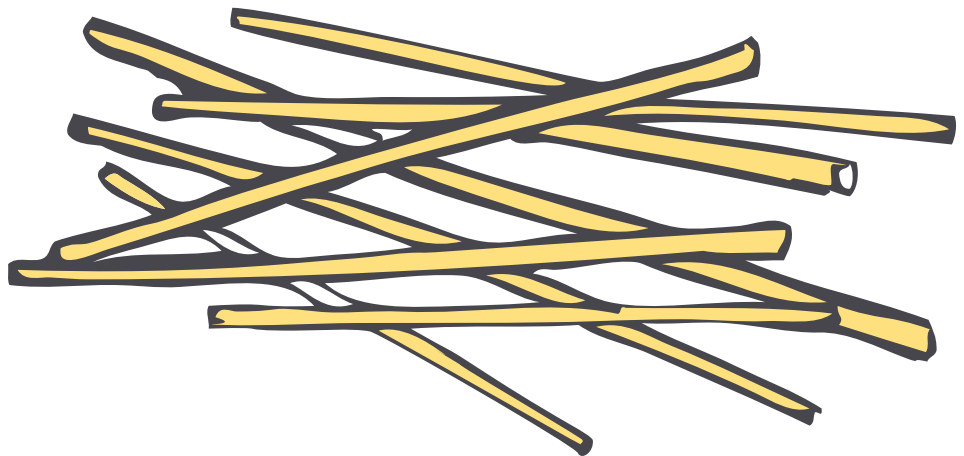
Questions

Do you like them?

How do they taste: sweet, salty, bitter, sour?

What colour are they?

What do they smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



DON'T THROW FOOD AWAY



WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

Making good use of food

The United Nations Organisation confirms that 1,300 million tonnes of food is wasted a year. This is supposedly a third of what is produced. For instance, if we divide a cheese into three equal parts, and then throw one of them into the waste bin without it being used or eaten.

Food waste can be defined as all foods and drinks which are actually fit for us, but are finally thrown into the waste bin without being consumed.

We consider food waste to be: food which can be consumed, but for some reason is thrown into the waste bin. For example, half a banana that we don't finish eating, a carrot which is thrown away because it has a more faded colour than the rest, due to it being more time in the refrigerator or a yogurt that has expired because it has past its eat-by date.

We don't consider as being food waste: parts of food that we don't eat, such as chicken bones, fishbones, orange peel or an eggshell.

Food has passed through different stages before reaching the fridge or larder of a house: firstly, it has been collected in the fields, it has gone through factories where it has been processed and it has then been stored in supermarkets waiting to be sold. During this process a part which could have been consumed has been thrown away.



Why must we not waste food?

1. Because it could feed millions of people who don't have food to eat on a daily basis.

2. Because it would be a problem for the environment seeing that food has gone through a long process before arriving at supermarkets.
3. Because food costs money and throwing it away means an unnecessary cost.

What can pupils do to be “responsible” consumers?

1. Try all types of food, and not to throw them away because they think they might not like them.
2. Ask for the exact amount of food they are going to eat, to avoid throwing part of it into the waste bin.

How can they influence their family?

Asking their family to...

Use the left overs of a meal for other recipes. For example, if a chicken breast is left over from a meal, chicken croquettes can be made with it.

Go shopping "using their heads": without being in a hurry, without being hungry, choosing the right amount, knowing beforehand which foods can be frozen and to also look carefully at the label to check their expiry date.

Store each type of food correctly so that it doesn't spoil easily. There are some foods which have to be kept in the fridge, such as meat, fish, vegetables; others can be stored in the larder or in cupboards, such as pasta, rice and dried products.

Buy products that are really necessary; nothing that's going to be thrown away later because it has gone bad or because its aspect has changed after being in the fridge for various days.

To first eat food that is about to expire or that is starting to go off and leave for another day what they were going to eat just because they fancied it.

Ask the waiter, when they eat out, to put what hasn't been eaten in a container or a "doggy bag", so that it can be eaten later at home.

Our main objective is to **throw away the least amount of food possible.**



LET'S TELL A STORY...

SAVING FOOD

Elle and Tito are in the park.

"I don't like this baguette at all." says Tito throwing it into the waste bin.

Elle cannot believe her eyes.

"What are you doing?" she asks Tito, raising her voice.

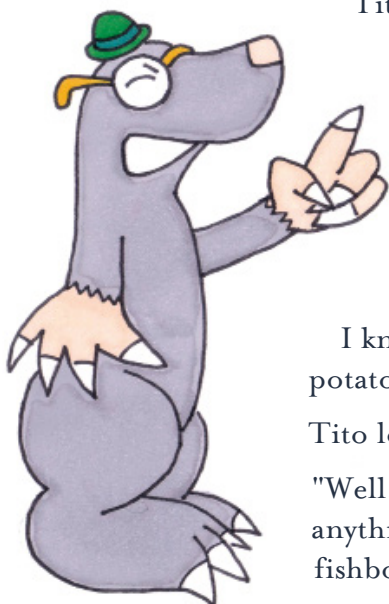
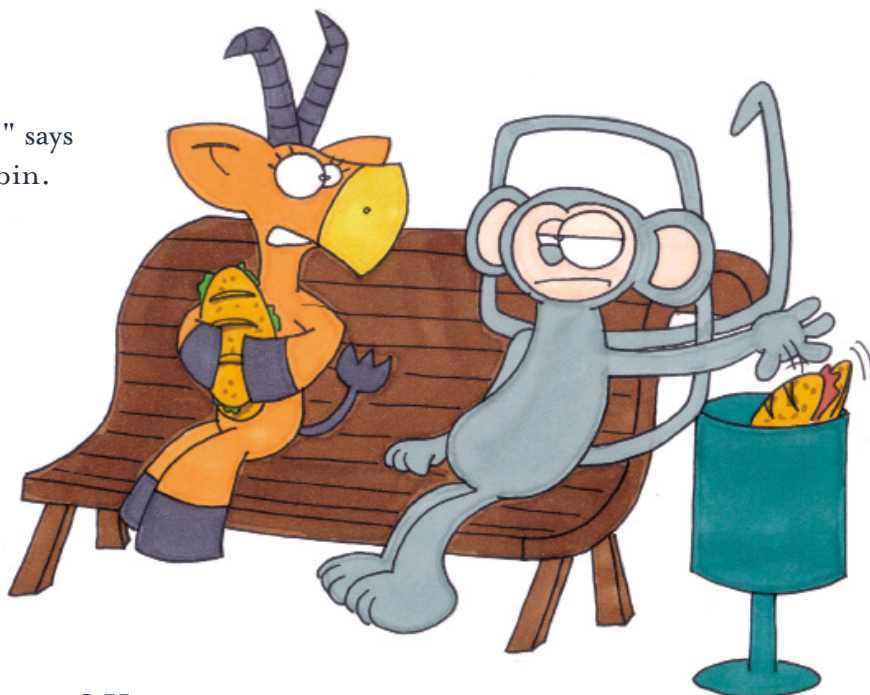
"Nothing." he responds a little surprised with Elle's behaviour.

"What do you mean nothing, what do you mean nothing!" repeats Elle obviously upset.

Tito doesn't understand why Elle is behaving like that.

"What's wrong? Why are you so upset? Has something happened? All I've done is to throw my baguette in the waste bin because I don't like it."

Elle looks at Tito calming down a bit. She realises that he has done it without ill intent.



"Tito, you mustn't throw food away. If you don't like something you should tell your parents so that they can give you something different, but food should never be thrown away. It takes a lot of work to prepare it and it also costs your family a lot of money."

"Very good, young lady! That's the way to talk!" says Mr. Mole who's sitting on the bench next to them. "Your friend is right," he says looking at Tito. "I'm a farmer and

I know how much work it takes to grow tomatoes, lettuces and potatoes. We have to respect nature!"

Tito looks at Mr. Mole with certain apprehension.

"Well, that's right. You have to eat everything, without throwing anything away. Except what we can't eat, like, for example, fishbones or chicken bones."

Tito nods his head. He's embarrassed. Thank goodness Cosme appears at this moment. Tito thinks that he's his salvation but unfortunately this isn't the case.

"I bet you don't know what Tito has done?" Elle asks Cosme.

Cosme shakes his head from side to side.

"Well, he threw his baguette into the waste bin."

"Whaaat? You threw your baguette into the waste bin!" cries Cosme. "Why did you do that?"

It's clearly not Tito's day today. "Well, I don't know. I threw it away and that's that."

"What do you mean you threw it away and that's that? Don't you realise that a lot of hard work is needed to make food and...?"

"I know, I know and apart from that, it costs a lot of money." repeats Tito somewhat annoyed. "I won't ever do that again, honestly."

Tito decides to go home. His mother is in the kitchen preparing dinner.

"Tito, get me a carrot from the fridge, please, I have to put it in the stew."

Tito, obediently, gives her a carrot, which is actually quite dark and wrinkled, but it hasn't gone bad, it just simply doesn't look too good.

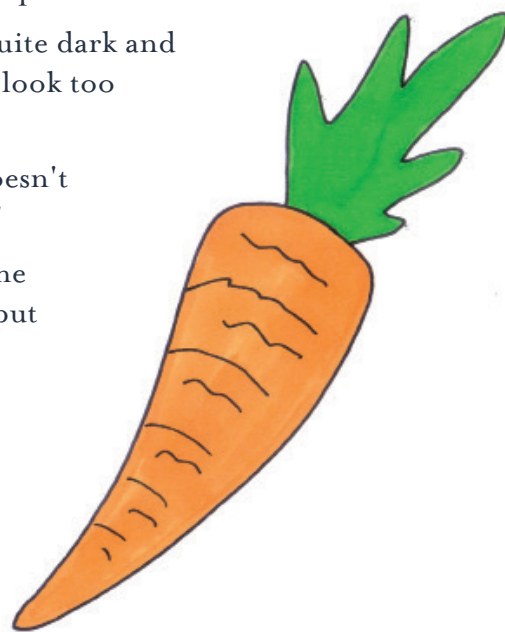
His mother looks at it and says: "It looks a bit limp, doesn't it? Throw it in the waste bin and get me another one."

"What do you mean the waste bin, what do you mean the waste bin! Don't you realise how much work has been put into growing a carrot? Furthermore, money just can't be thrown away like that."

Tito's mum looks at him amazed and can only say:

"You're right, you're right. Give it back to me, come on."

After doing so, Tito walks proudly to his room.



Cosme, Elle and Tito have learned that...

- You shouldn't throw food into the bin.
- Throwing it away means a waste of work, natural resources and money.

TELL ME AND WE CAN SING

Let's talk about the story

What has Tito done?

Why was Elle angry?

Why mustn't we throw food away?

Does Cosme throw away food?

What did Tito's mummy want to do?

What did Tito say to his mummy?

Let's talk about you

Do you eat everything you are given?

Have you ever thrown your baguette away in the bin?

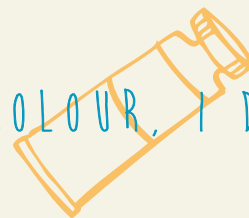
Do you know if your family makes good use of food?

Do you know why you shouldn't throw food away?

Let's sing

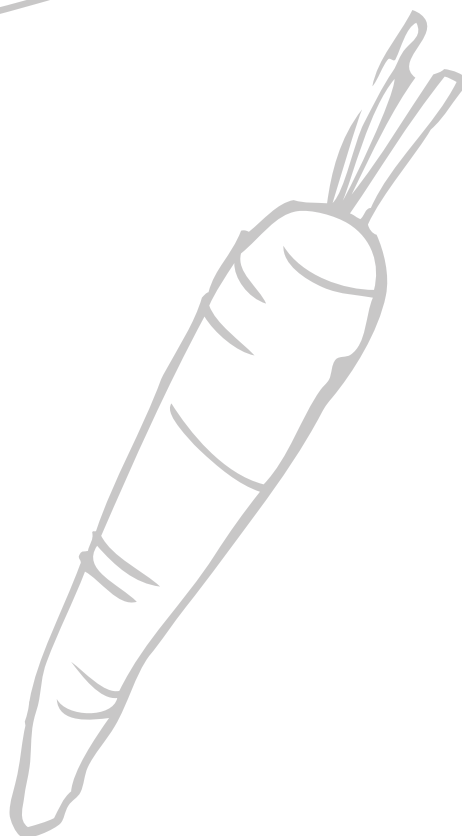
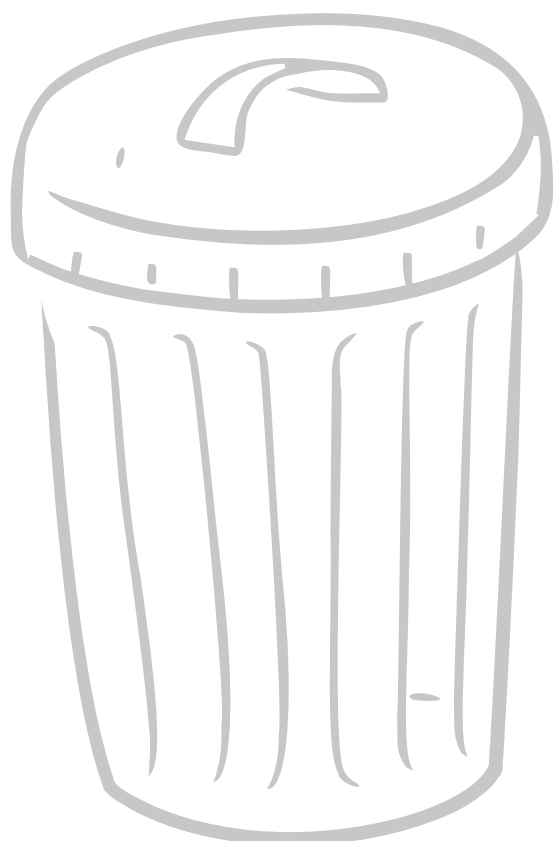
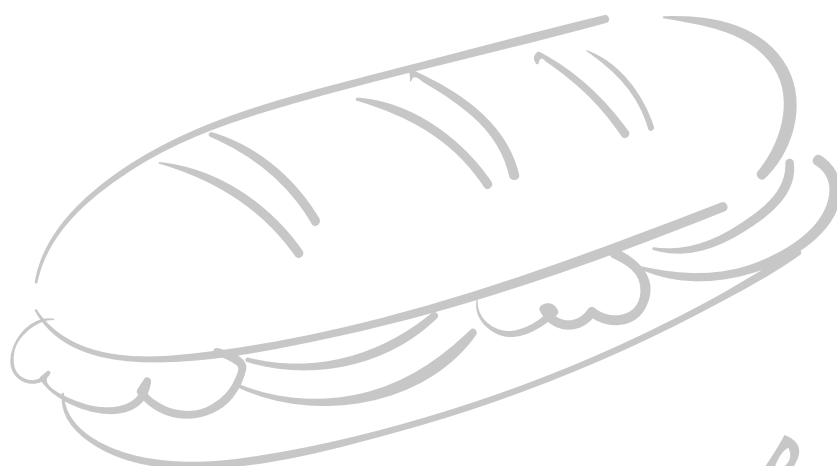
Elle eats everything up,
Nothing she throws away.
She says that food is important,
and it mustn't go to waste.
If there's something you don't like,
You just only have to say.



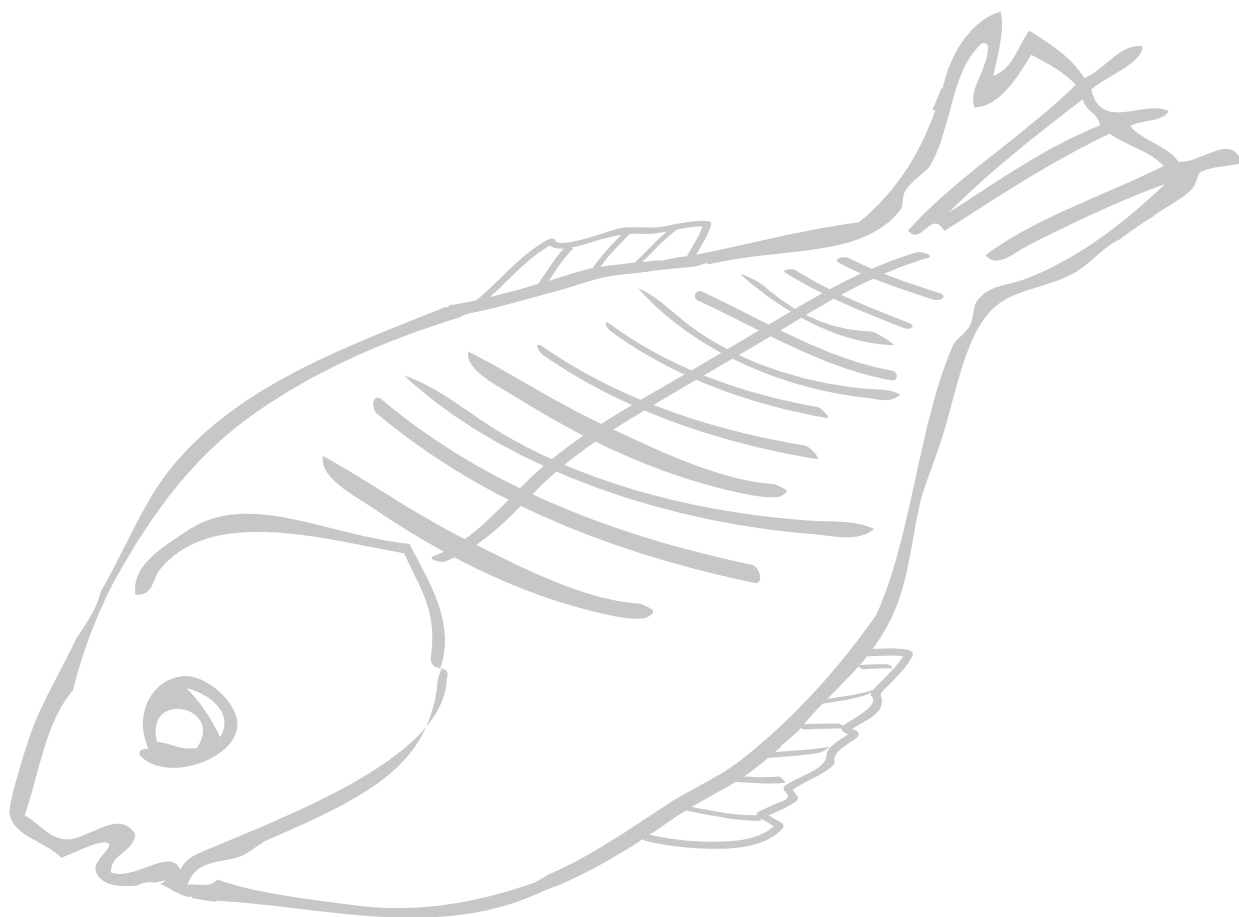


1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR AND 1 CUT OUT



ACTIVITY 2: 1 PAINT WITH BLUE, PARTS OF THE FISH
THAT ARE FOR WASTE BECAUSE THEY CANNOT BE EATEN



WE'RE GOOD LITTLE COOKS

ACTIVITY 1. GAME: THIS CANNOT BE THROWN AWAY!

We would like to achieve...

Identifiquen qué es un desperdicio de lo que no lo es.

.....

**Game dynamics**

Teachers will select a series of photos of cooked food and uncooked food, that are fit for consumption, and parts of these foods that cannot be eaten and therefore are for waste: fruit skin/peel, fish heads, fishbones, egg shells, food in bad condition...

This activity involves the projection of photographs in the classroom and asking pupils if what they see, is waste food or not. Each boy or girl will have various cards, on which "Waste" and "Not waste" are written. These cards will be of different colours so that they are easily distinguished.

To the question "Is this waste?", the pupil being asked will have to put one of his cards into one of the waste paper bins that the educator has placed in the classroom. One of them is labelled "Throw away" and the other "Don't throw away".

It is recommended to use a large screen so that the food being projected can be seen clearly.

.....

Materials needed

Photographs of food.

Digital blackboard, computer, projector, etc.

Worksheets on which "Waste" and "Not waste" are written.

Two waste paper bins.

Estimated time: 15 minutes



ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Decorate strawberry jelly with bananas, dried fruit and nuts (pine nuts, raisins, pistachios...)

The aim of this activity is for pupils to learn the importance of good food presentation.

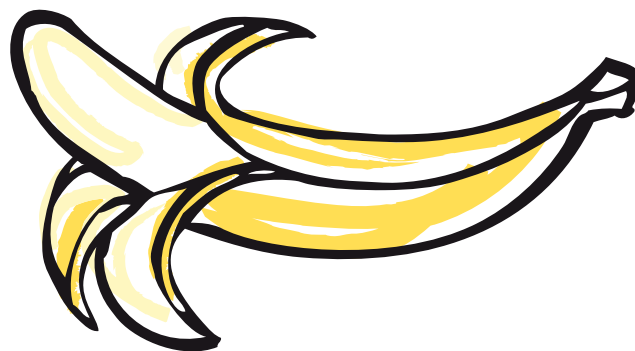
All pupils will be given a cup of strawberry jelly, some banana slices, dried fruit and nuts. They will be allowed to decorate the jelly however they wish.

Needed:

Strawberry jelly (bought already made)

Bananas

Dried fruit and nuts (pine nuts, raisins, pistachios...)



2. Eat the jelly that has been prepared

3. Answer the following questions

Have you enjoyed preparing this recipe?

Do you like jelly?

How does it taste: sweet, salty, bitter or sour?

What does it smell like?

Is it smooth, rough, wrinkly...?



DON'T THROW FOOD AWAY

DIDACTIC
UNIT 8

LEARN WITH NUTRICUB!



LEARN WITH NUTRICUB!



Video projection

Unit 8. Video 2.01.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)

I TRY IT AT HOME...
TODAY

I TRY IT AT HOME... TODAY

Worksheet for pupil's tutors.

I try: Green beans with carrots

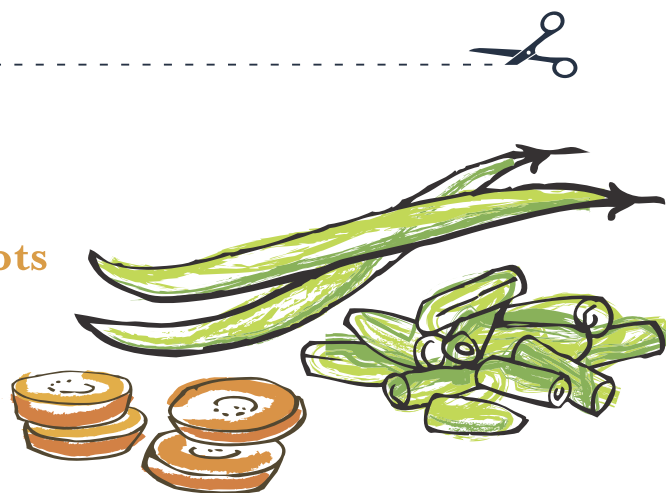
Questions

Do you like them?

How do they taste: sweet, salty, bitter, sour?

What colour are they?

What do they smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



COOKING TECHNIQUES

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit topic.

Preserving foods

Once we have bought food and before serving it on a plate, it's nearly always necessary to prepare it or preserve it beforehand.

Preserving foods means achieving to keeping them for a certain amount of time, in conditions that allow us to consume them whenever we want, without harming our health. It is to maintain their quality, their nutrients and their organoleptic properties (flavour, smell, colour and texture).

The main reason why our foods go bad, is because they are attacked by different types of minute "bugs" (microscopic-size microorganisms or organisms) such as bacteria, yeast and mould. To prevent the deterioration of foods, they can be preserved using different processes or techniques:

- Cold: refrigeration in a fridge ($0-5^{\circ}\text{C}$) and freezing in a freezer (-18°C). Fresh foods such as meat, fish, vegetables, dairy products, eggs, and so on, should be kept in refrigerators.
- Pickled: for game meat or river fish. Consists of introducing the food into a prepared mixture made from vinegar, oil, salt and seasoning.
- Salted: entails the introducing of salt into the food, such as codfish or cured ham.
- **Dehydration**: water is removed from the food, (dried), as in the case of some fruit (apricots, figs, raisins, etc.).



Processing food. Culinary techniques

Some of the culinary or cooking techniques that enable us to make more appetising food are:

- **Frying:** oil is heated until extremely hot and the food is introduced into it. Frying food well in a deep fryer is typical in the Mediterranean Diet. For example, fried fish, french fries, "churros and porras" (types of fritters), etc.
- **Sautéed:** the main food or ingredient is fried together with other ingredients in just a little hot oil (preferably olive oil), on a high heat so that they are browned quickly. For example, sautéed veal and vegetables.
- **Gratin:** uncooked or cooked food (mainly vegetables or pasta) are combined with a liquid, such as cream, milk, white sauce or tomato sauce, in a shallow dish which is then put into the oven and baked until ready. Grated cheese or breadcrumbs are usually sprinkled on top, forming a crunchy, tasty layer.
- **Grilling:** food is cooked directly on a grill or metal plate which is placed on top of the heat. This technique requires hardly any fat or oil to be used. For example, meat, fish or vegetables are used.
- **Roasting:** heat is transferred (more or less intensely) to food that has been put in the oven. For example, lean pieces of meat and poultry (roast chicken).



- **Steaming:** water is heated in a vessel until boiling, then the food is put in a type of basket or tray placed over the vessel (not into the water) and it is therefore cooked by the steam rising from the boiling water. For example, fish, seafood and vegetables.

- **Microwave oven:** food is heated by means of a electromagnetic field that, because of friction caused between the molecules, products heat. For example, microwave cooked potatoes.

Variety is most important for good nutrition, that's why we should use a wide range of foods and cook them using different culinary techniques. Foods that should be predominantly used are those that have had the least amount possible of fat or oil added to them.

How can school children be good food handlers?

To be a good food handler, all you have to do is to follow a few simple rules of hygiene and preservation, as well as taking some care in preventing food from being contaminated, seeing as it can make us ill if we eat it. We also can avoid food waste by preventing it from going bad over time.

Some advice:

- Wash your hands with soap and water before and after touching food, eating, going to the toilet, or touching animals.
- Don't try food using your hands, always use cutlery.
- Don't cough or sneeze over food, nor touch your nose.
- Help at home to put food that hasn't been eaten into a clean dish, different to where it was cooked or served. Use different dishes for different types of food (meat, fish, pulses...).



LET'S TELL A STORY...

THE CURIOUS CASE OF THE ROAST CHICKEN

"Look, Elle, I've already got a load of recipes for the cookbook we are making." comments Cosme.

"You're right." says Elle looking surprised at the amount of recipes her friend has written.

"I've classified them according to the technique to be used when cooking the food. I've put the roasts here, food that is fried here, food we steam here, and here, food that is prepared in a microwave oven..."

Elle looks at her friend with admiration. Cosme is learning a lot because his daddy really likes cooking and has explained to him that some foods are cooked putting them into an oven, or a microwave at a high temperature, other foods are cooked using steam, others sautéed in oil and others by using many other ways.

"But, have you ever cooked a dish by yourself?" asks Tito, joining the group.

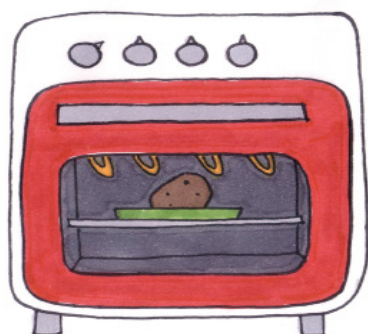
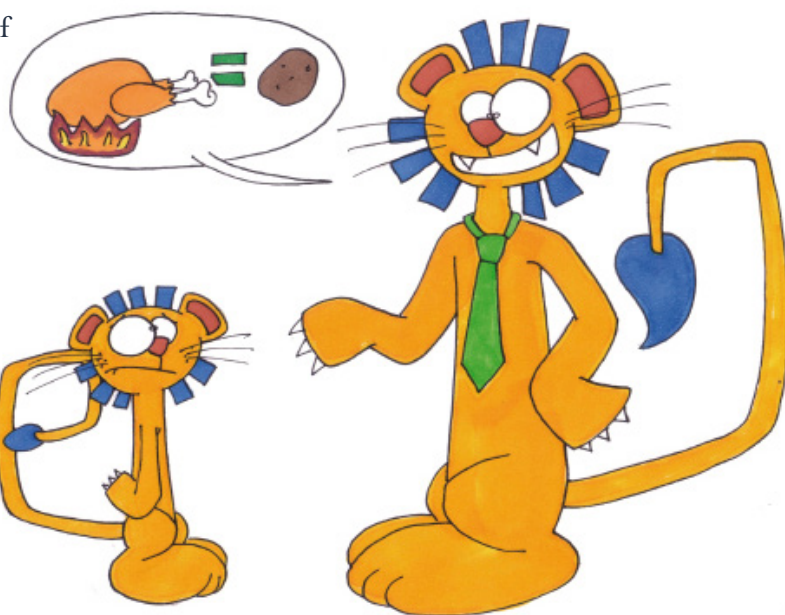
"By myself, no. I've always done it with my daddy or my mummy because they tell me it can be dangerous. Today, my daddy is going to show me how to make roast chicken." says Cosme.

"Roast chicken? Does your daddy let you use the oven?" asks Elle.

"No, of course not, I might get burnt." says Cosme. "He's going to show me how it's made and then he's going to put it in the oven himself. Then he's going to leave me to be a watchman."

"What's a watchman?" asks Tito. He's never been a watchman for anything.

"Well, when my daddy puts the chicken in the oven, I'll have to watch through the glass to see whether it's cooking or not, and then let him know when it's ready. It's a lot of responsibility, you know."





"I want to be a watchman as well." says Tito.

Cosme's daddy, Mr. On, has put on a chef's hat ready to prepare the chicken. He's a very funny lion and loves playing jokes.

"So, I'm going to have three watchmen for my chicken. Well, that's fine with me. I'm sure that with so many watching over, the chicken is going to taste much better." says Mr. On.

The three friends have followed the instructions carefully on how to prepare a roast chicken, although, he's told them that you can also prepare it fried or cooked. There are many ways of cooking chicken.

"Now, watch over it well." says Mr. On, putting the chicken inside the oven. "I have to go out for a short while, but I won't take long."

Watching over a chicken isn't as much fun as they first thought it would be. Elle, Cosme and Tito look into the oven, and there is the chicken, cooking little by little, going brown little by little, little by little, very little by little. So little by little that the three friends become more and more sleepy, and fall asleep.

When Mr. On returns he finds the three watchmen there sleeping and decides to play a joke on them. He waits until the chicken is roasted and takes it out of the oven and in its place he puts a potato.

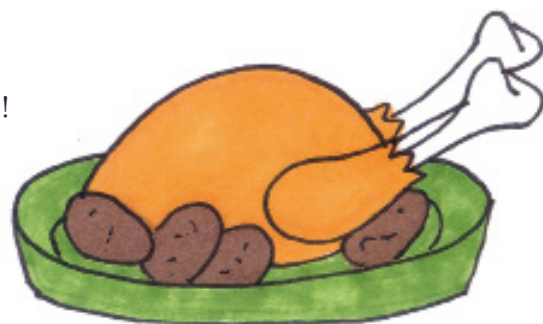
When the three friends wake up they don't understand what has happened. The chicken has turned into a potato. How on earth has that happened? They run off to look for Mr. On to explain the strange occurrence to him.

"What watchmen you are!" exclaims Mr. On. "It's quite normal that chickens turn into potatoes if you don't watch over them carefully."

The three friends look at each other amazed and feeling rather apologetic. They have failed as chicken watchmen!

But Mr. On can't stop laughing and tells them the truth, it was him who changed the chicken for the potato.

Cosme, Elle and Tito take a deep breath of relief. They then sit at the table to eat this magnificent roast chicken prepared by Mr. On.



Cosme, Elle and Tito have learned that...

- There are many ways to cook food: fried, boiled, roasted in an oven or with a microwave.
- The technique of roasting is to introduce food into a hot oven until it is cooked.

TELL ME AND WE CAN SING

Let's talk about the story

How is Cosme organising his recipes?

What's Cosme going to prepare with his father?

Why do they fall asleep?

What has Cosme's daddy played on the three friends?

Let's talk about you

Have you ever seen a member of your family roast a chicken or any other food product?

Have you ever seen french fries being prepared?

Have you ever watched over a roast?

Do you like roast chicken?

Let's sing

And this chicken

Cluck, cluck, cluck,

Has to be cooked.

It can be boiled, fried or roasted.

And this chicken

Cluck, cluck, cluck,

Has to be served

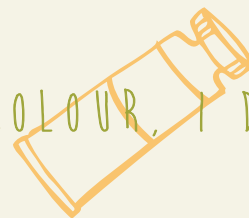
with sauce, veg or potatoes.

And this chicken

Cluck, cluck, cluck,

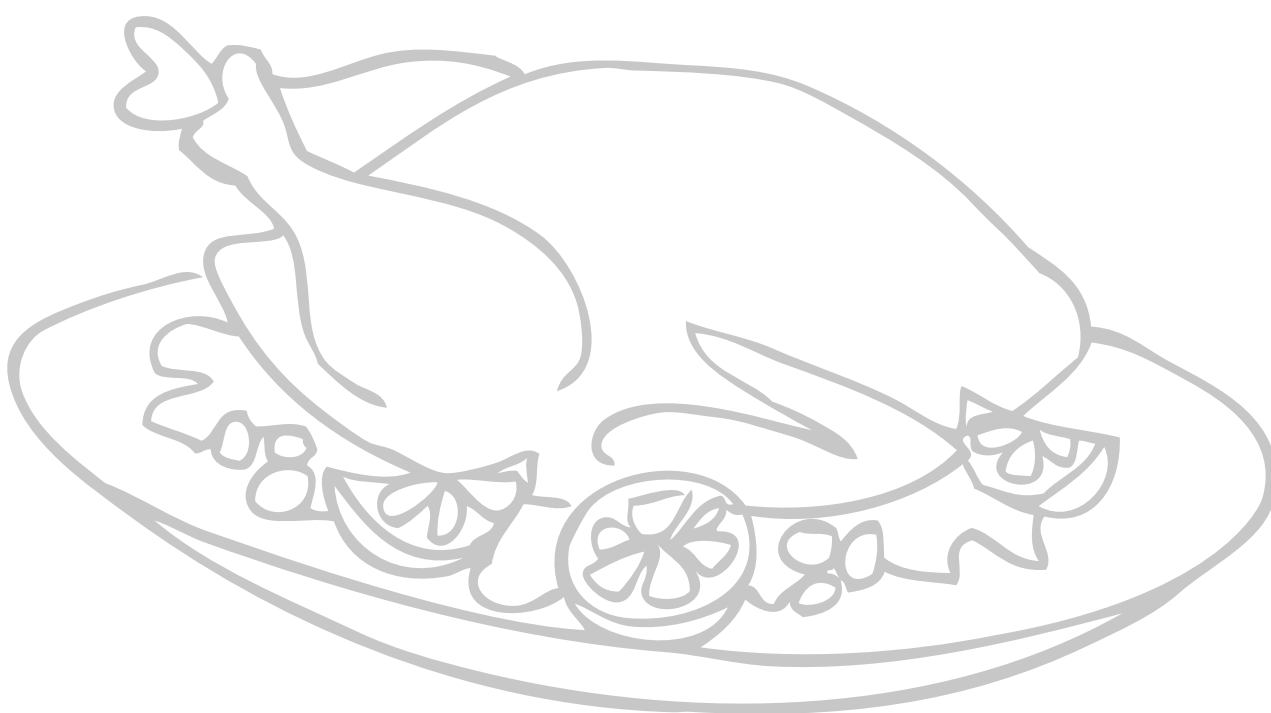
I'm going to eat it, eat it all up!

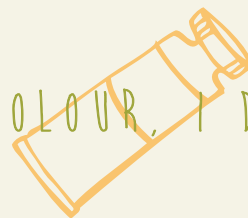




1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR IN A ROAST CHICKEN





ACTIVITY 2: I CUT OUT



WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: BAKED, SAUTÉED, GRILLED, FRIED, BOILED...

We would like to achieve...

That pupils recognise how their favourite food has been cooked and distinguish between the different types of preparation.



Game dynamics

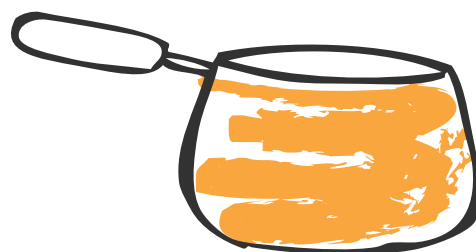
1. The teacher will have previously explained in a simplified way, what is frying, sauté, gratin, grilling, roasting, cooking and preparation in a microwave oven, giving examples for each one.
2. Four pupils will act as an oven, a microwave, a frying pan and a saucepan. Each one of them will be identified with a drawing of what they represent, which can be stuck onto the chef's hat that the child has made. The rest of the pupils in the class will sit down forming a ring.
3. The teacher will ask each pupil which dish is their favourite. Depending on what they answer, the teacher will indicate if the food they like has been fried, sautéed, gratin, grilled, roasted, boiled or cooked in the microwave. The teacher will ask them to stand behind the pupil that represents this type of food preparation.
4. All the children will say what they like, so that queues will form behind the different types of preparation. Finally, we'll see what type of food the pupils in that class are eating. The pupils will have also identified the method used to cook their favourite food.



Materials needed

None

Estimated time: 15 minutes



ACTIVITY 2. WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

1. Bake potatoes in a microwave

The potatoes will have been previously washed and pricked with a fork to make little holes in them. Afterwards, the children will put them in the microwave oven and will wait until they are baked.

The teacher will open the door of the microwave now and again to check to see if they are baked and are soft.

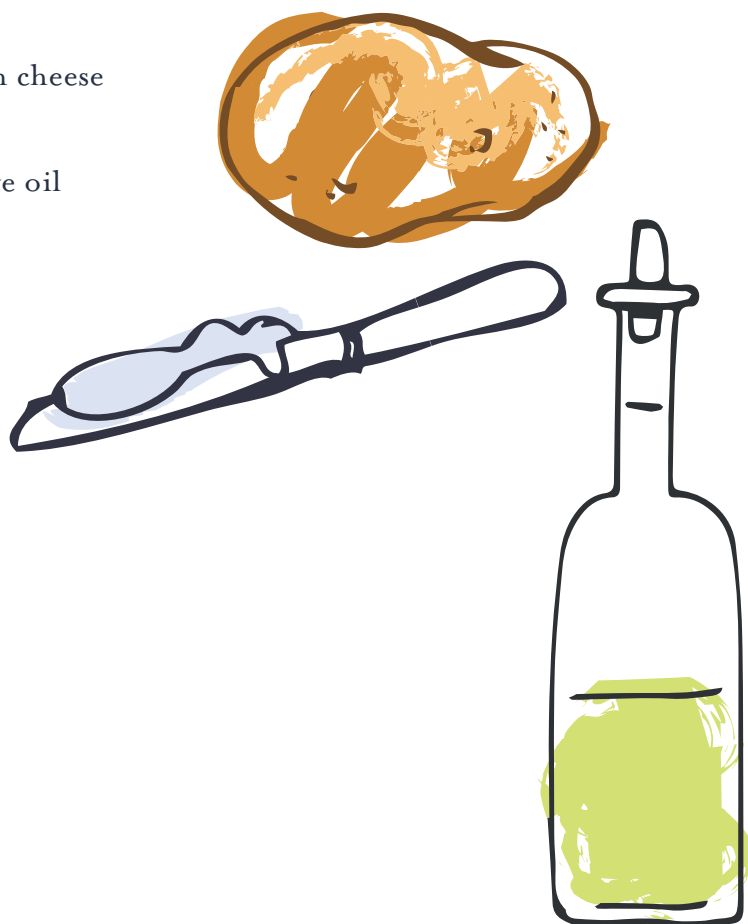
When they are ready, they will be cut in half and each pupil will be given one of the halves.

Pupils should:

1. Cover their half a potato with fresh cheese or cheese spread.
2. Pour a little bit of extra virgin olive oil on top.
3. Eat their half with a spoon.

Needed:

A microwave oven
Baking potatoes
Fresh cheese or cheese spread
Extra virgin olive oil
Fork
Plastic knife
Plastic spoons
Paper napkins



2. Eat the baked potato

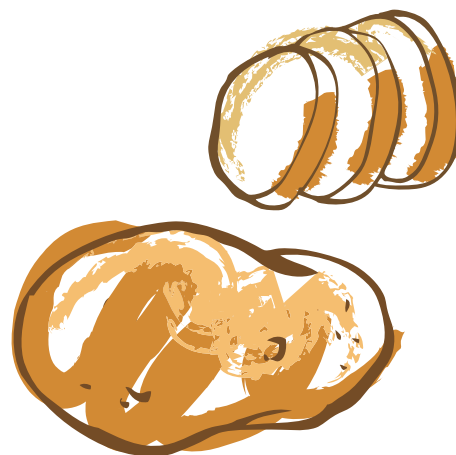
3. Answer the following questions

Do you like baked potatoes?

How do they taste: sweet, salty, bitter or sour?

What do they smell like?

Are they soft, rough, wrinkly...?



LEARN WITH NUTRICUB!



Video projection

Unidad 9. Video 2.08.wmv

(The teacher will find it on the USB stick "Food, Nutrition and Gastronomy for Pre-school Education" - PANGEI)

I TRY IT AT HOME... TODAY



Worksheet for pupil's tutors.

I try: Baked broccoli gratin



Questions

Do you like it?

How does it taste: sweet, salty, bitter, sour?

What colour is it?

What does it smell like?



IT'S MY PLEASURE

Food, Nutrition and Gastronomy Programme
for Pre-school Education (PANGEI)



FOOD HAS A LABEL

WHAT WE SHOULD KNOW

This material is aimed at teachers and will assist them when addressing the unit subject.

Labelling food

Labelling packaged food is the main form of communication between the people that produce the food and the consumer. It gives a lot of relevant information about the food to help the consumer choose the right products they need to buy.

Packaged food and drinks are found in supermarkets and department stores and they must be labelled with certain information: name, list of ingredients and quantities, nutritional information, date of minimum durability ("best before date") or expiry date, details of the manufacturer, etc. Furthermore, the print on the labels has to be of a specific size so that it can be read without difficulty.

The label must also include ingredients or substances found in the product which cause allergies and intolerances. They must be highlighted in the list of ingredients, differentiating them from the rest with a different colour, underlined, bold, etc. These substances or ingredients are: gluten, celery, fish, sulphites, shellfish, dairy products, eggs, mustard, seafood, dried fruit and nuts, soya, peanuts, sesame and lupins.

Compulsory nutritional information that must appear on food labels is the following: energy value, fats, saturated fats, carbohydrates, sugar, proteins and salt. Vitamin and mineral values, fibre, etc. can be also be included.



What happens to unpackaged food?

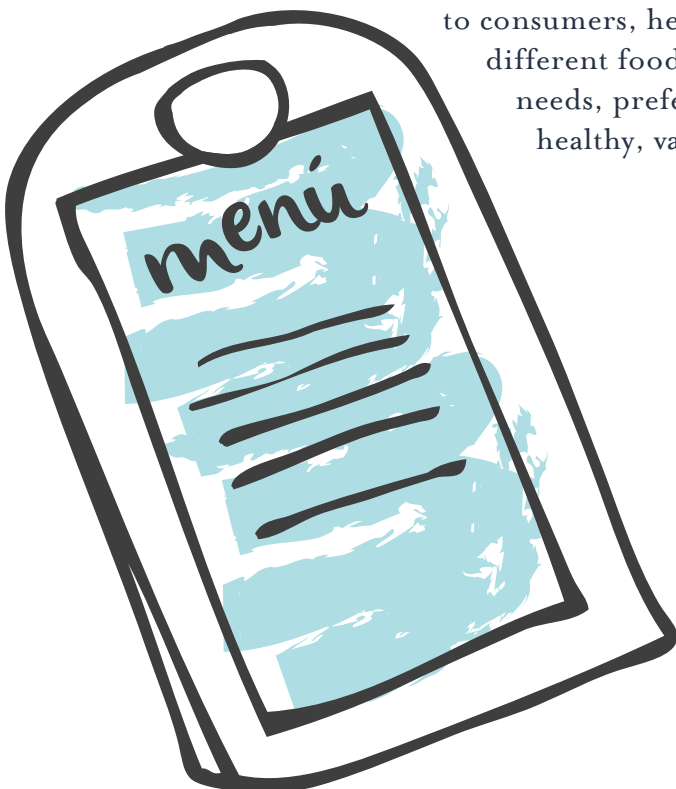
Unpackaged foods are those which are presented without packaging or those provided by establishments that serve food (bars, restaurants, canteens...), those that are sold by weight or by bulk (pulses, greens, vegetables...), products that are packaged on request by the consumer (cold meat, fish, meat...) or they are packaged by the proprietors of retail businesses for immediate sale in establishments (butcher's, restaurants, bars, etc.). Included in this category we also find food served in school canteens, in old people's homes or in University cafés.

In bars, restaurants or shops, information about substances that might cause allergies and intolerances should be indicated by any of the following means:

- On the actual menu itself.
- On a board or sign close to the food.
- On signs indicating where this information is shown.
- By word before completing the sale.
- On paper documents or in electronic format with easy access for the client as well as the establishment staff.

The next time you go to a restaurant or bar... Look to see if this information is there!

Food labels provide, in a clear way, full and useful information to consumers, helping them to decide and choose between different food and drink products more suitable to their needs, preferences, and lifestyles in order to have a healthy, varied and well-balanced diet.



LET'S TELL A STORY...

THE SUPERMARKET CAN



Tito's mummy, Mrs. Mony, has to do the shopping in the supermarket, and Tito, Cosme and Elle have insisted in going with her.

"Alright." says Mrs. Mony, "It will be good for you to know how to do the shopping. But, you have to promise me that you will behave yourselves and that you won't go running up and down the aisles."

The three friends nod there heads at the same time.

"What are we going to buy, mummy?" asks Tito.

"Well, milk, eggs, food cans... and various other things. If you want to help me, you can look for some of the products that I tell you and then you can put them in the shopping trolley. Does that sound alright?"

The three agree, so Mrs. Mony has asked them to look for a can of mackerel.

"Here it is, here it is!" shouts Elle to her friends.

The three look puzzled. There are so many cans of mackerel. Which one should they get?

"Here it says 'Marina Mackerel' and there 'Blue tail Mackerel' and there... puff... What shall we do?"

"I forgot to tell you. You have to get 'Marina Mackerel', but look well, it should be in brine and weigh 156 grammes. You have to look at the label." explains Tito's mummy.

Tito goes back to the canned food section. And he looks carefully at the label. Here it is: Marina Mackerel; in brine; 156 grammes. And there are a lot more details: energy value, the company that manufactures it, the expiry date... There is a lot of information. Tito had never stopped to look at how many things there are in a can of food.

"Mummy, why do they put so many things in a can? None of this appears in the vegetables that daddy sells in the market." que papá vende en el mercado no aparece nada de esto.





"Of course not, because the food daddy sells is fresh. Although some information is given. Have you ever noticed the sign daddy has put above the food that might cause allergies?"

Tito had never noticed it.

"Well, son, give me that can." says Mrs. Mony.

Suddenly, the three friends look at each other and start to laugh. Mrs. Mony has just said "give me that can"? Well that's what they are going to do. So, the three start to sing their favourite song:

"I can, I can, give me that can, I nag, I nag whoever I can."

"I can, I can, give me that can, I nag, I nag whoever I can."

"I can, I can, give me that can, I nag, I nag whoever I can."

"Stop now, come on, you're driving me crazy." says Tito's mum, laughing.

"I can, I can, give me that can, I nag, I nag whoever I can."

"I can, I can, give me that can, I nag, I nag whoever I can."

"What's going on?" asks Mr. Chimpa, when he sees them arriving home making such a row.

"Nothing." says Mrs. Mony. "Why don't you ask your son to give you that can?"

"Oh, okey." answers Mr. Chimpa. "Tito, give me that can."

At that moment Tito, Elle and Cosme look at each other again and decide to change the victim. Now, it's Mr. Chimpa who asks for the can. So that's just what they are going to do.

"I can, I can, give me that can, I nag, I nag whoever I can."

"I can, I can, give me that can, I nag, I nag whoever I can."

Mr. Chimpa looks at his wife, and says laughing: "I'm not going to forgive you for this one."

Mrs. Mony leaves amused, but relaxed, listening to the three singing to her husband:

"I can, I can, give me that can, I nag, I nag whoever I can."



Cosme, Elle and Tito have learned that...

Labels on packaged products have useful information to help people make decisions on which foods to buy in order to achieve a healthy diet.

TELL ME AND WE CAN SING

Let's talk about the story

Where do Tito, Elle and Cosme go?

What does Mrs. Mony ask them to buy?

What's written on the label of the can?

Why do they give the can to Mrs. Mony?

Let's talk about you

Do you like going to supermarkets?

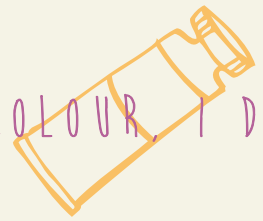
Do you help your family do the shopping?

Have you noticed how many things they put on a food can?

Let's sing

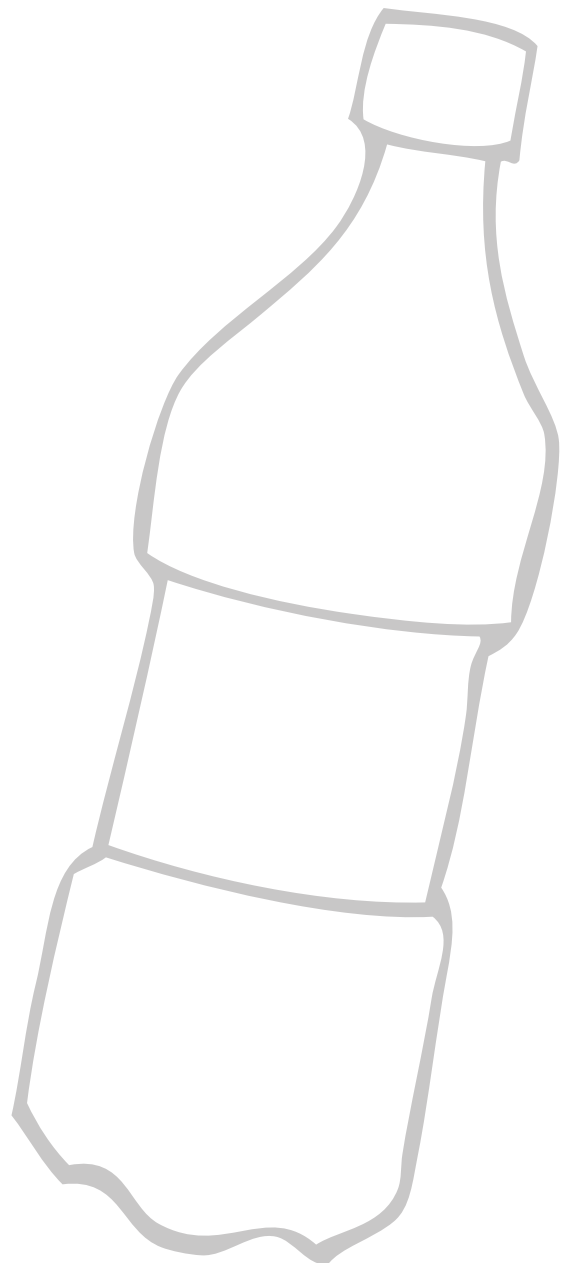
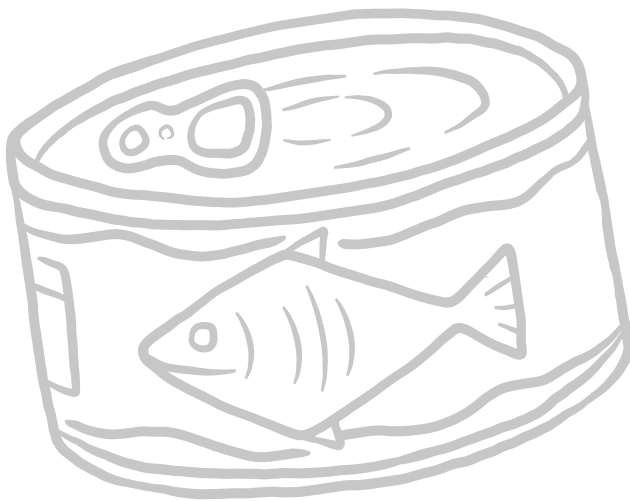
Tito's mummy Mrs. Mony,
to the super goes, so
Tito, Elle and Cosme,
together with her go.
They look at the label,
'cause they want to know.
To be able to buy it,
the contents it must show.

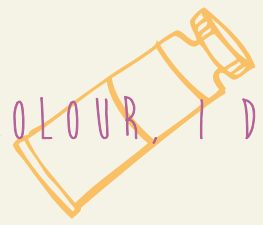




1 COLOUR, 1 DRAW

ACTIVITY 1: 1 COLOUR





ACTIVITY 2:

I DRAW A PERSON SHOPPING IN A SUPERMARKET

A large rectangular area defined by a dotted line, intended for drawing.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: WE MAKE A FOOD LABEL

We would like to achieve...

That boys and girls in the class...

Learn about information that can be found on a label.

.....

Game dynamics

The teacher will:

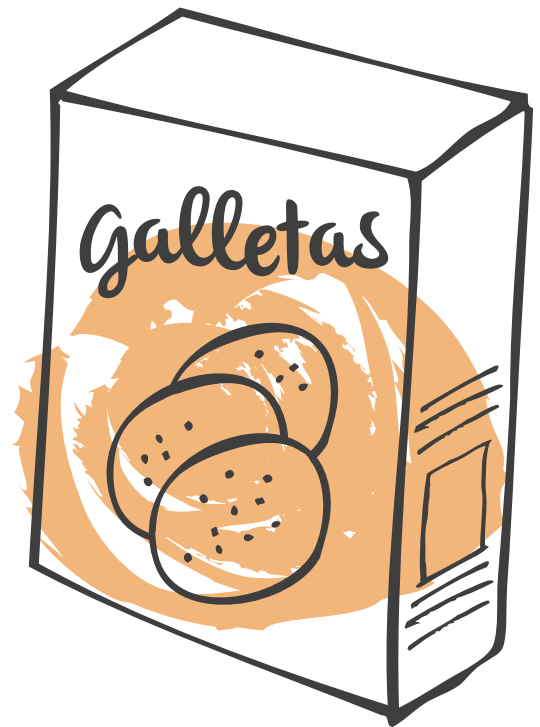
1. Take to the classroom a can of food and a box of biscuits and will explain to the pupils how to find the information on these products:
 - Product name
 - Product weight
 - List of ingredients
 - Nutritional information
2. Divide the class into groups, with 4 pupils in each.
3. Give to each group a blank box, made out of cardboard, and 4 cards with labelling information (one card for each pupil): name, ingredients, etc.
4. Ask the children where on the box they think this information should go. As they answer, each member of the group will stick the label with the corresponding information onto the box, and so on, until the package has been completed with the 4 cards.
5. Lastly, the teacher will ask the pupils to paint the product.

.....

Materials needed

Packets of biscuits and canned food
Cardboard boxes according to the number of pupils
Cards with the different parts of a label
Glue sticks

Estimated time: 15 minutes



ACTIVITY 2: WE PLAY WITH OUR FOOD

IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the product they're going to handle.

Maria type biscuits (or rich tea biscuits)

Pupils will touch, smell, describe and try them.

Answer the following questions:

What shape do they have?

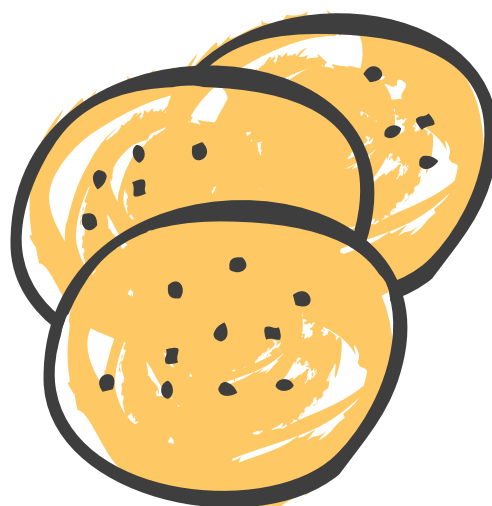
What do they smell like?

What colour are they?

Are they smooth, rough, wrinkly...?

How do they taste: sweet, salty, bitter or sour?

Do you like them?



I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

I try: Canned mackerel

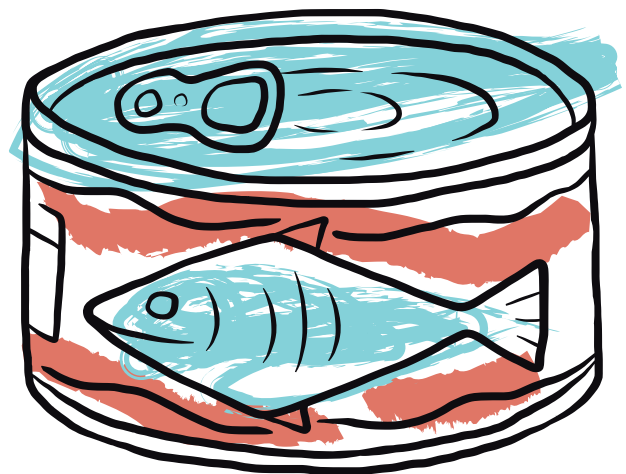
Questions

Do you like it?

How does it taste: sweet, salty, bitter, sour?

What colour is it?

What does it smell like?





The Food, Nutrition and Gastronomy Programme for Pre-school Education is a package of educational resources that promote the development of healthy behaviours and a well-balanced diet, as well as encouraging an education in gastronomic culture during the pre-school education stage. The programme comprises innovative and updated material that has been adapted to the new legal framework, with a gastronomic approach, which reappraises regional and national food culture.

Gastronomy and healthy behaviours constitute a series of experiences that allow us to eat well and enjoyably. For this reason, the dissemination of gastronomic culture is decisive, and more so in a country such as Spain that boasts having an extraordinary variety of foods which converts our cuisine into one of the world's most appetising and healthiest. The Mediterranean gastronomy is an integral part of our identity and an essential element of European cultural heritage.

Taste education is based on the awakening and training of our senses in food tasting, as a learning and knowledgeable experience. Eating is not only a necessity, but also a pleasure that has to be enjoyed through the use of our five basic senses. The combination of sensations, stimulus and perceptions that we capture while trying food, are determinant for introducing it or not into our diet. Teaching children to eat right and to enjoy doing so, is a forward-looking priority objective. When these children grow up, they will teach their own children to eat properly, and to appreciate the flavour, smell and texture of food. Ultimately, education lays the foundations for building a country full of healthy individuals with a high standard of living.