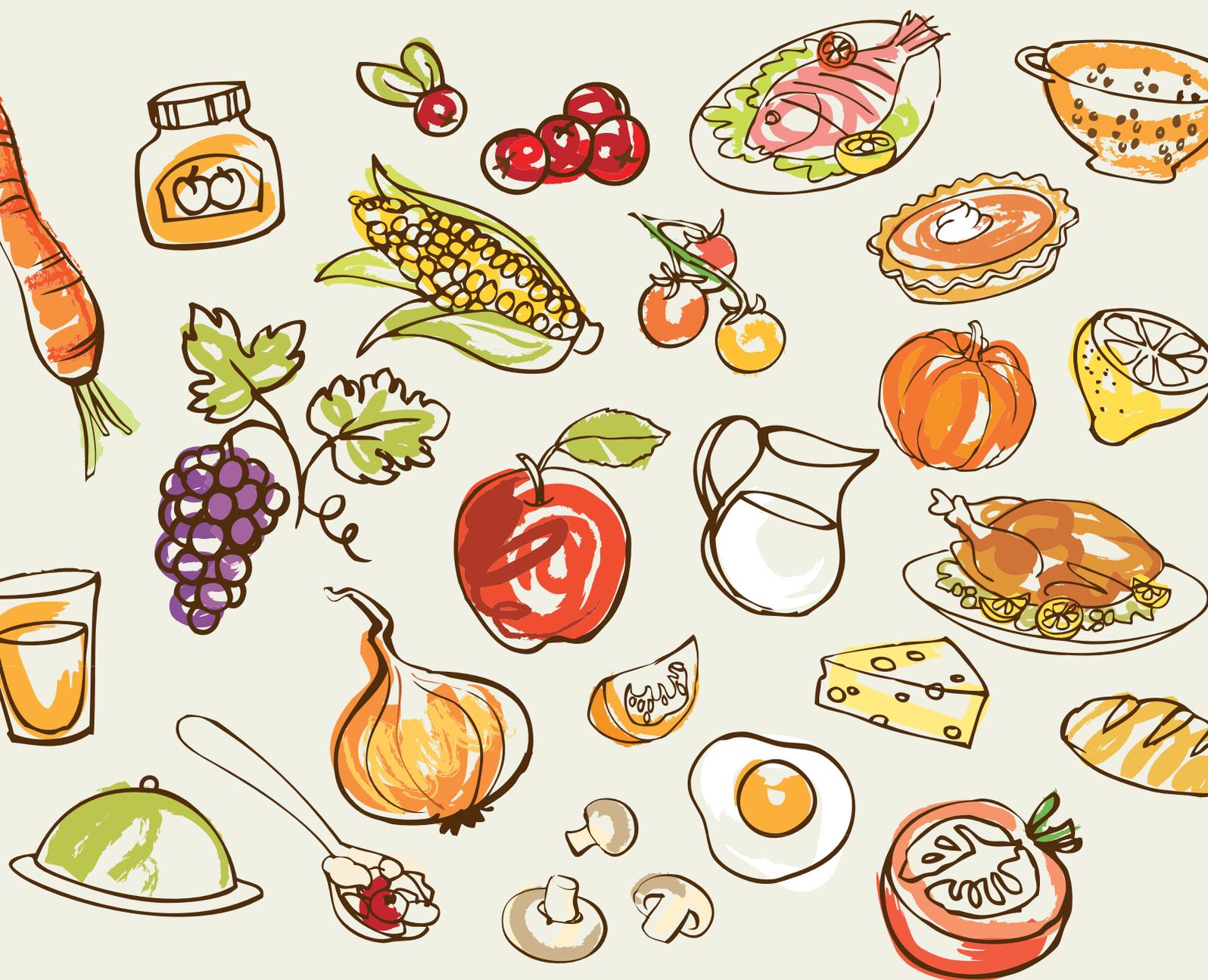


IT'S MY PLEASURE

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



Didactic Guide · Early Childhood Education

IT'S MY PLEASURE

INDEX

| | |
|------------------------------------|----|
| Introduction | 5 |
| General programme objectives | 7 |
| Methodological proposal | 8 |
| A step by step guide | 10 |
| Fancy dress | 12 |
| The story and its characters | 14 |
| Didactic Units | 16 |



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.

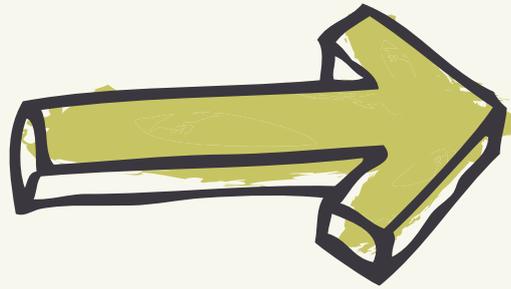
Healthy eating and enjoying eating are two aspects that need to be emphasised. Gastronomy and healthy eating habits represent a joint experience which allows you to eat well and to enjoy doing so, at the same time. Therefore, the disclosure of gastronomic culture is vital, specially in a country such 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.

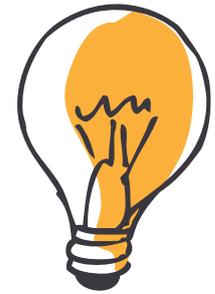
The unit structure

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.

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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!

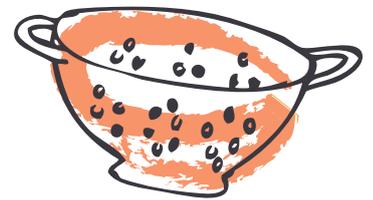
Included in each unit is a game or an activity related to the topic addressed in the class, so that pupils actively participate in the group.

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!

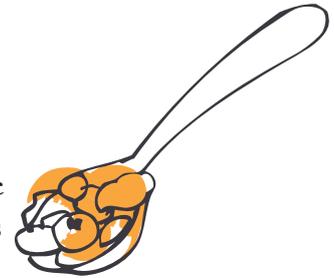
Nutricub is the leading character in some of the videos that have been specially designed and prepared for the Food, Nutrition and Gastronomy Programme for Pre-school Education (PANGEI).



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.



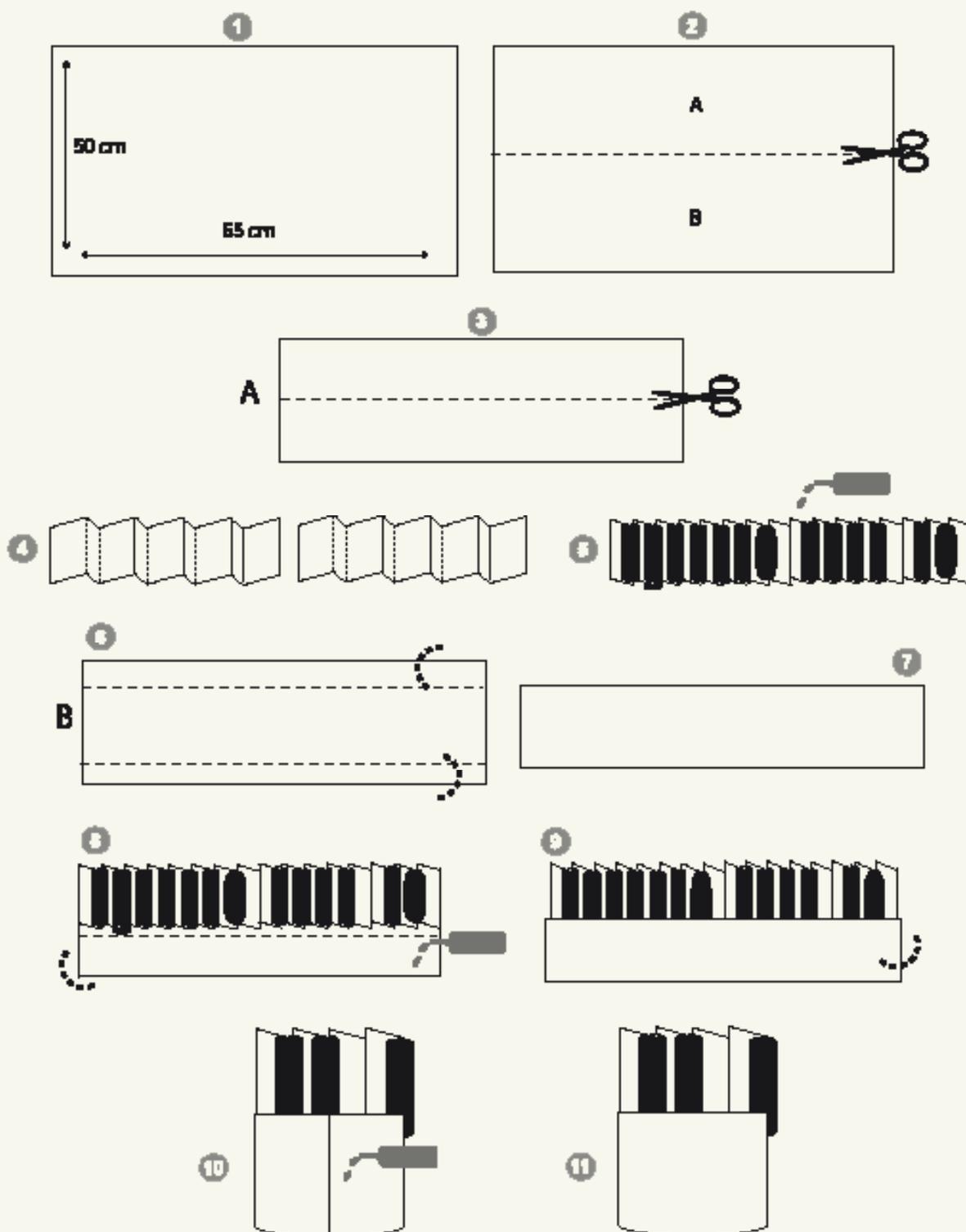
The teacher will hand out worksheets to the children to give to their mums, dads, relatives or legal guardians with whom they live, requesting them to give the pupil one of the foods that they have been learning about in the classroom. They should try the food and then answer certain questions about 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

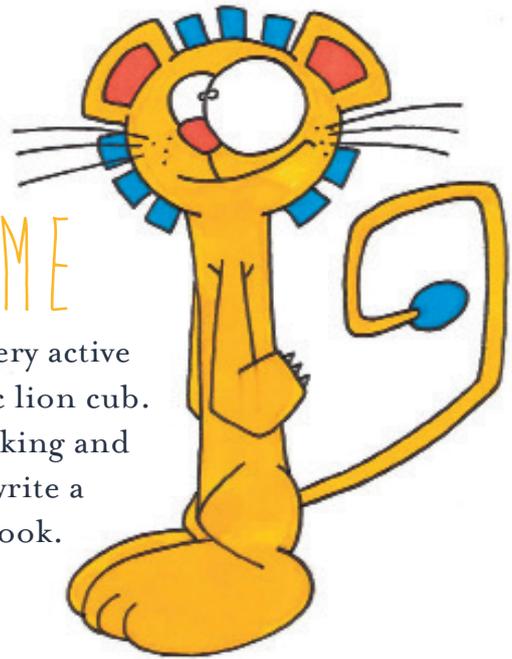


TITO

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.
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