

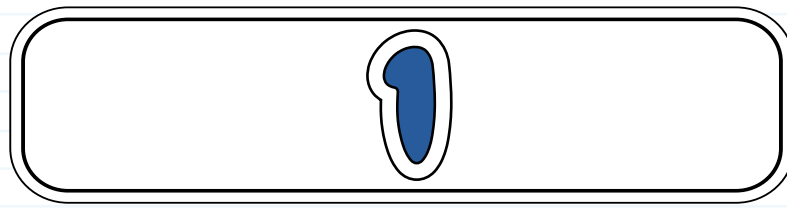


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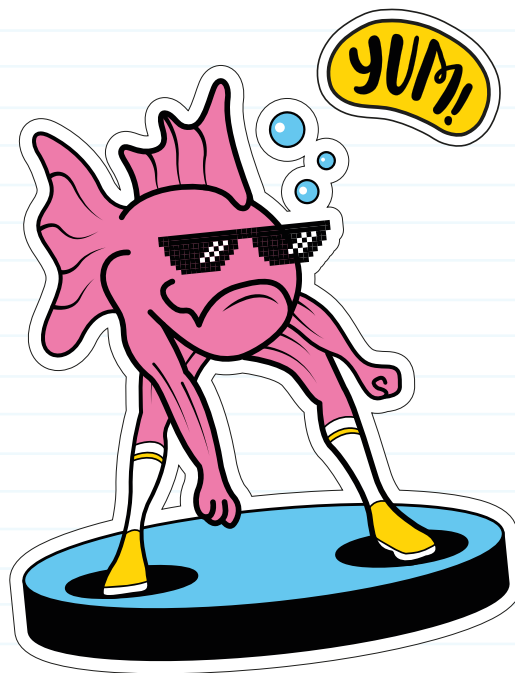
SUMMARY TABLE FOR STUDENT ACTIVITIES

THEMATIC BLOCK	1. INTERNALIZING WHAT WE HAVE LEARNED.	2. LET'S ACTIVE!	3. APPLYING WHAT WE HAVE LEARNED
RESOURCE/ ACTIVITY	INDIVIDUAL SHEETS	FLIPPED CLASSROOM DINAMICS	COLLABORATIVE LEARNING ACTIVITIES
1. DIFFERENTIATING BETWEEN FOOD AND NUTRITION	LIST OF INDIVIDUAL GAMIFIED SHEETS (WEB)	FOOD INVENTORY	ART OF ARCIMBOLDO
		LIST OF FRUITS AND VEGETABLES BY COLOUR	THE CHROMATIC CIRCLE OF FRUITS AND VEGETABLES
2. A BALANCED DIET	LIST OF INDIVIDUAL GAMIFIED SHEETS (WEB)	WEEKLY MENU AND ALTERNATIVE MENU	NUTRITIONAL LABEL
		BALANCED MEAL	
3. RESPONSIBLE AND SUSTAINABLE COOKING	LIST OF INDIVIDUAL GAMIFIED SHEETS (WEB)	PROPOSED CREATIVE MENU	THE ARMATIC GARDEN
			GASTRONOMIC MAP
		1,2,3 RESPOND AGAIN	
INTERACTIVE GAMIFIED RESOURCES	GENIALLY GAME 1 (NUTRITION, RESPONSIBLE CONSUMPTION, SEASONAL PRODUCTS, LOCAL GASTRONOMY)		
	"THE PERFECT MENU"		
	GENIALLY GAME 2 (SAVING RESOURCES AND SUSTAINABILITY, COOKING WITH LEFTOVERS/THIFTY COOKING, ZERO WASTE)		
	"THE DRAGON'S DUNGEON"		





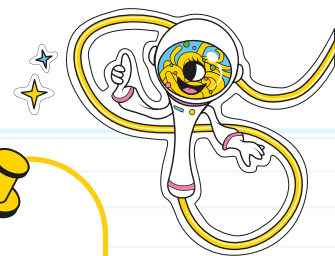
INTERACTIVE GAMIFIED RESOURCES.



Genial.ly is an online platform that allows you to **project interactive digital resources** with gamified dynamics. The tool is extremely flexible:

- 1 Your students can play individually from any device (computer, Chromebooks, tablet, etc.)
- 2 Use it in the classroom to project it to the whole class, with you interacting with the answers, after reaching a consensus as a group-classroom.
- 3 Play in groups in the computer room, sharing a computer or device.

INTERACTIVE GAMIFIED RESOURCES



“THE PERFECT MENU”

Game dynamics in this genial.ly:

The story takes place in a kitchen where students overcome a series of challenges to put together a healthy menu.

Click on the interactive buttons for additional materials (in English).

The game works as an *escape-room*, where different “missions” are unlocked through the questions.

5 quiz questions (Healthy Nutrition)

4 sequencing challenges (Responsible consumption)

3 challenges to choose the right image (Seasonal products)

(3 challenges to match the image with the right phrase (Local gastronomy))

[CLICK HERE - https://view.genial.ly/643e8cb042d43d0011d3ad87](https://view.genial.ly/643e8cb042d43d0011d3ad87)



“THE DRAGON’S DUNGEON”

Game dynamics in this genial.ly:

The Arcade-game-look story, takes place in a dungeon from which students must escape without being caught and devoured by the dragon.

The game works as an *escape-room*, where different “missions” are unlocked through the questions.

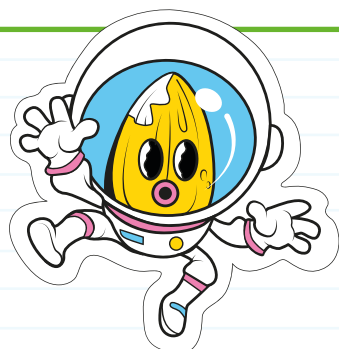
3 quiz questions (Saving resources and sustainability)

2 challenges to choose the right image (cooking with leftovers/thifty cooking)

2 challenges to find the hidden word (Zero waste)

2 quiz questions (Zero waste)

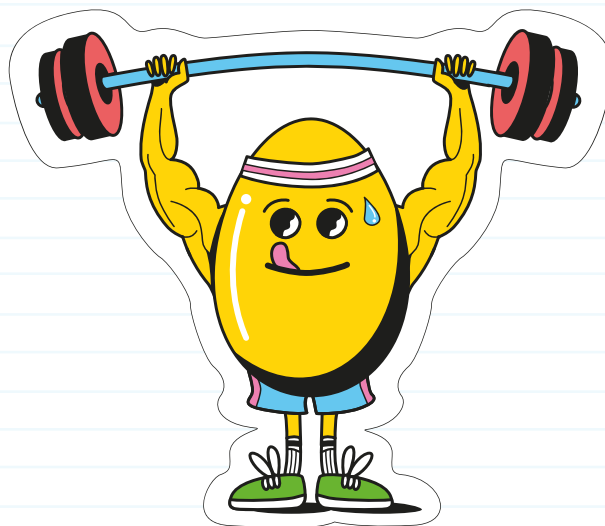
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BLOCK 1



DIFFERENTIATING BETWEEN FOOD AND NUTRITION. - Student activities -



CURRICULUM LINKAGE AND KEY COMPETENCE

APPLIED METHODOLOGY	KEY COMPETENCES
Gamification	✦ Personal, social and learning to learn skills.
Collaborative learning	✦ Entrepreneurial skills. ✦ Linguistic competency. ✦ Competence in cultural awareness and expression.
Flipped Classroom	✦ Digital Competency.
CURRICULUM LINKAGE	
✦ Area of Knowledge of the Natural, Social and Cultural Environment.	
✦ Area of Artistic Education.	

DIFFERENTIATING BETWEEN FOOD AND NUTRITION

1. INTERNALIZING WHAT WE HAVE LEARNED.

We offer fun **individual worksheets**, so that the learning seen in the classroom can be consolidated thanks to **gamification**.

Also, you have an interactive digital game “The Perfect Menu”.

ACTIVITY PROPOSAL 1. GAMIFICATED INDIVIDUAL SHEETS

All relevant sheets can be found in the [web Los Salvacomidas](#).



SYNOPTIC TABLE GAME SHEETS

THEMATIC AXIS	CONTENT	SHEET NO
MACRONUTRIENTS	FOOD GROUPS	4
	CARBOHYDRATES	6
MICRONUTRIENTS	FRUITS AND VEGETABLES	3, 5

2. LET'S ACTIVE!

We propose fun **research dynamics**, following the **Flipped Classroom** methodology, so that the learning and conclusions can be discussed in the classroom.

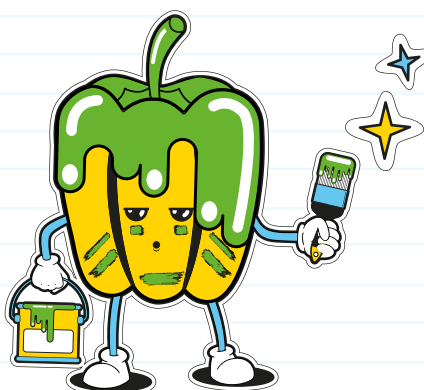
FLIPPED CLASSROOM DINAMIC PROPOSAL

Activity 1. FOOD INVENTORY.

- ▶ Get some leaflets from the supermarket.
- ▶ Cut out any fresh food you can find: meat, fish, cereals, dairy products...
- ▶ Sort them into food groups and mention their nutrients: proteins, carbohydrates and lipids.

Activity 2. LIST OF FRUIT AND VEGETABLES BY COLOUR.

- ▶ Get some leaflets from the supermarket.
- ▶ Cut out the fresh fruit and vegetables.
- ▶ Group them up by colour and say which vitamins and minerals they have.



DIFFERENTIATING BETWEEN FOOD AND NUTRITION

3. APPLYING WHAT WE'VE LEARNED.

We propose fun **activities to do in groups and in the classroom**, following the **collaborative learning** methodology, which will help you both to reflect on food resources and food waste and to plan the **participation work**, the front page of the newspaper "Salvacomidas News".

COLLABORATIVE LEARNING ACTIVITY PROPOSAL 1

Giuseppe Arcimboldo (Milán, 1527- 1593) was an artist from the time of the Renaissance artist. His work is unique and singular because most of his paintings are anthropomorphs, drawing human silhouettes from various objects, fruits, vegetables, meats and fish.

Through their study, students will learn to distinguish and value each food group and nutritional value, from an original and artistic point of view.



- ▶ Place your students in work groups and ask them to select a work by the Italian artist **Arcimboldo**.
- ▶ Working in work groups, each person will choose a work, and will have to describe the food groups that appear in the chart, as well as their nutritional properties.
- ▶ You can take advantage of the fact that some works include various food and seasonal products to talk about seasonal products.
- ▶ You can end the session with a pooling of knowledge, such that each workgroup presents its results to the rest of the group.

WORKING GUIDELINES

- ✦ Ask each work group to select a site. They will need to collect information on each food group and its nutritional group.
- ✦ Each group will make a small explanatory panel, on DIN A3 cardboard, explaining orally what they have found.
- ✦ Try hanging them all in the classroom or hallway as a mural!



DIFFERENTIATING BETWEEN FOOD AND NUTRITION



COLLABORATIVE LEARNING ACTIVITY PROPOSAL 2

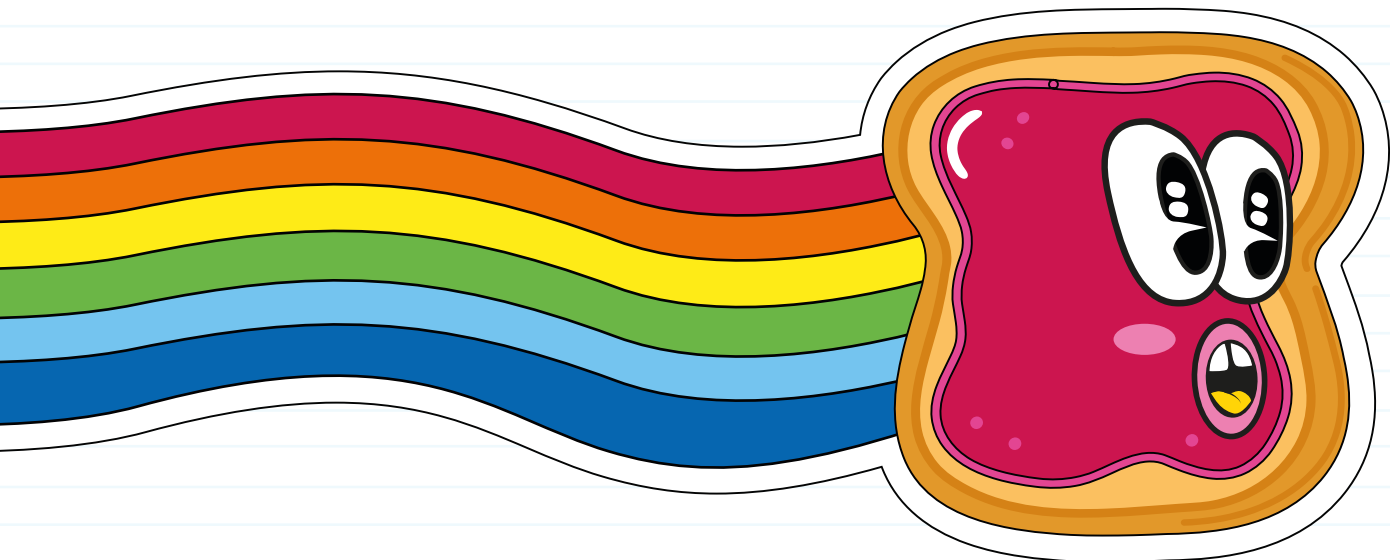
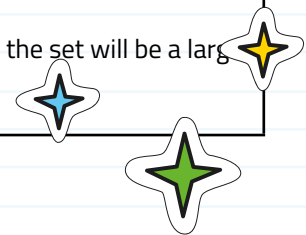
The **colour circle** is a key element in the study of colour.

We have just seen how the colours of fruit and vegetables are directly related to their nutrients and have a significant impact on the body ...

Why not make a **chromatic circle with fruits and vegetables?**

WORKING GUIDELINES

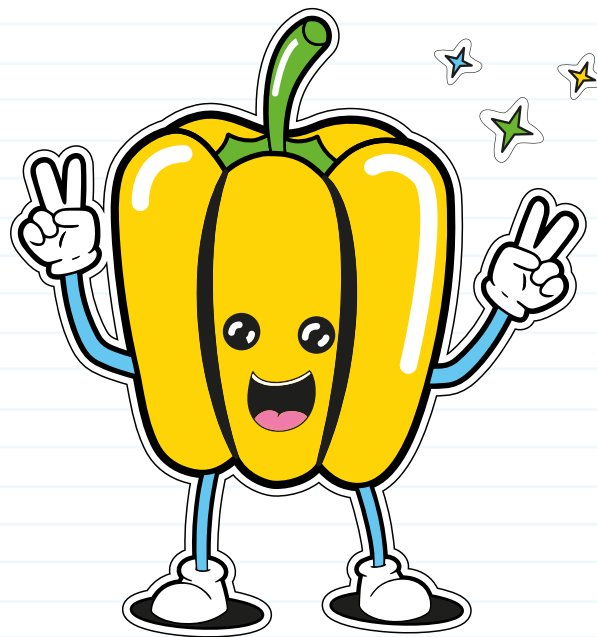
- ✦ Each work group will perform a part of the colour circle, by selecting a colour. The cardboard must be triangular and closed with an arc, with a "wedge of cheese" shape.
- ✦ Ask them to affix different images, photographs and drawings of the fruit and vegetable group with the selected colour to the card.
- ✦ They will also include the main nutritional benefits.
- ✦ To do so, they will present the result in an explanatory panel, with a triangular shape, in DIN A3, orally explaining what they have learned.
- ✦ To render the activity rounded, ask each work group to wear the same colour they have chosen on the day they make their presentation!
- ✦ Once all groups have made their presentations, group each triangle, and the set will be a large chromatic circle!





BLOCK 2

BALANCED DIET. - Student activities -



CURRICULUM LINKAGE AND KEY COMPETENCE

APPLIED METHODOLOGY	KEY COMPETENCES
Gamification	✦ Personal, social and learning to learn skills. ✦ Entrepreneurial skills. ✦ Linguistic competency.
Collaborative learning	
Flipped Classroom	✦ Digital Competency. ✦ STEM Competency.
CURRICULUM LINKAGE	
✦ Area of Knowledge of the Natural, Social and Cultural Environment.	
✦ Area of Mathematics.	

BALANCED DIET

1. INTERNALIZING WHAT WE HAVE LEARNED.

We offer fun **individual worksheets**, so that the learning seen in the classroom can be consolidated thanks to **gamification**.

Also, you have an interactive digital game “The Perfect Menu”.

ACTIVITY PROPOSAL 1. GAMIFICATED INDIVIDUAL SHEETS

All relevant sheets can be found in the [web Los Salvacomidas](#).



SYNOPTIC TABLE GAME SHEETS

THEMATIC AXIS	CONTENT	SHEET NO
BALANCED DIET	FRUITS AND VEGETABLES	3
	DAIRY PRODUCTS	5
	HEALTHY DISH	9
	BREAKFAST	8
	WEEKLY MENU	10

2. LET'S ACTIVE!

We propose fun **research dynamics**, following the **Flipped Classroom** methodology, so that the learning and conclusions can be discussed in the classroom.

FLIPPED CLASSROOM DINAMIC PROPOSAL

Activity 1. WEEKLY MENU AND ALTERNATIVE MENU.

- ▶ Write down on a work sheet a full menu for a week (5 dishes per day). It can be what you have at school or at home.
- ▶ On a second sheet, come up with an alternative menu that you would eat.
- ▶ Calculate the nutritional value of each dish or of the whole menu.

Activity 2. BALANCED MEAL.

- ▶ Think about the nutritional content that one of your daily meals should have (breakfast, lunch or dinner): protein, carbohydrates and lipids, and jot down the percentages of each one.
- ▶ Then, choose foods that match each percentage, depending on what you like eating.
- ▶ Compare one of the dishes in the menu on the first sheet and this one and discuss the differences.

BALANCED DIET

3. APPLYING WHAT WE HAVE LEARNED.

We propose fun activities to do in groups and in the classroom, following the collaborative learning methodology, which will help you both to reflect on food resources and food waste and to plan the participation work, the front page of the newspaper "Salvacomidas News".

COLLABORATIVE LEARNING ACTIVITY PROPOSAL 1

Through the comparative analysis of the various foods and dishes consumed, from the standpoint of the benefits they produce in the body, schoolchildren will learn to distinguish and valorize each food group and nutritional value through the reading and interpretation of nutritional labels.

- ▶ Ask students divided into work groups to collect various nutritional labels of products and foods.
- ▶ Working in groups, everyone will have to analyse and find out what effects the different nutrients have on the body.
- ▶ To render it more visual, ask them to indicate on the silhouette of a human body the parts and organs that benefit from the food.
- ▶ You can end the session with a group sharing, such that each work group presents its results to the rest of the group.

Nutrition Facts	
Serving size 1/4 cup (113g)	
Servings per container 8	
Amount per serving	
Calories 100	Calories from fat 20
% Daily Value*	
Total fat 2g	3%
Saturated Fat 1.5g	7%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 460mg	19%
Total Carbohydrate 4g	1%
Fibre 0g	0%
Sugars 4g	
Protein 16g	
Vitamin A 0%	Vitamin C 0%
Calcium 9%	Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet.

1. Nutritional information: This is the product's energy value and content in grams of macronutrients (fats, carbohydrates and proteins) and some micronutrients (salt, cholesterol, calcium ...) per 100 grams or 100 ml.

2. Calories: This is the amount of energy it provides, expressed in kilocalories or kilojoules.

3. Breakdown of nutrients: These are expressed as a percentage, shown in a portion and the value corresponding to the total daily diet.

4. Saturated fats should be a maximum of 20 grams per day (in meats, cheeses, eggs). Unsaturated fats (monounsaturated and polyunsaturated) are very healthy and help keep the body functioning and balanced (vegetable oils like olive oil, nuts like walnuts, almonds, hazelnuts and seeds like sesame, flax, chia, pumpkin).

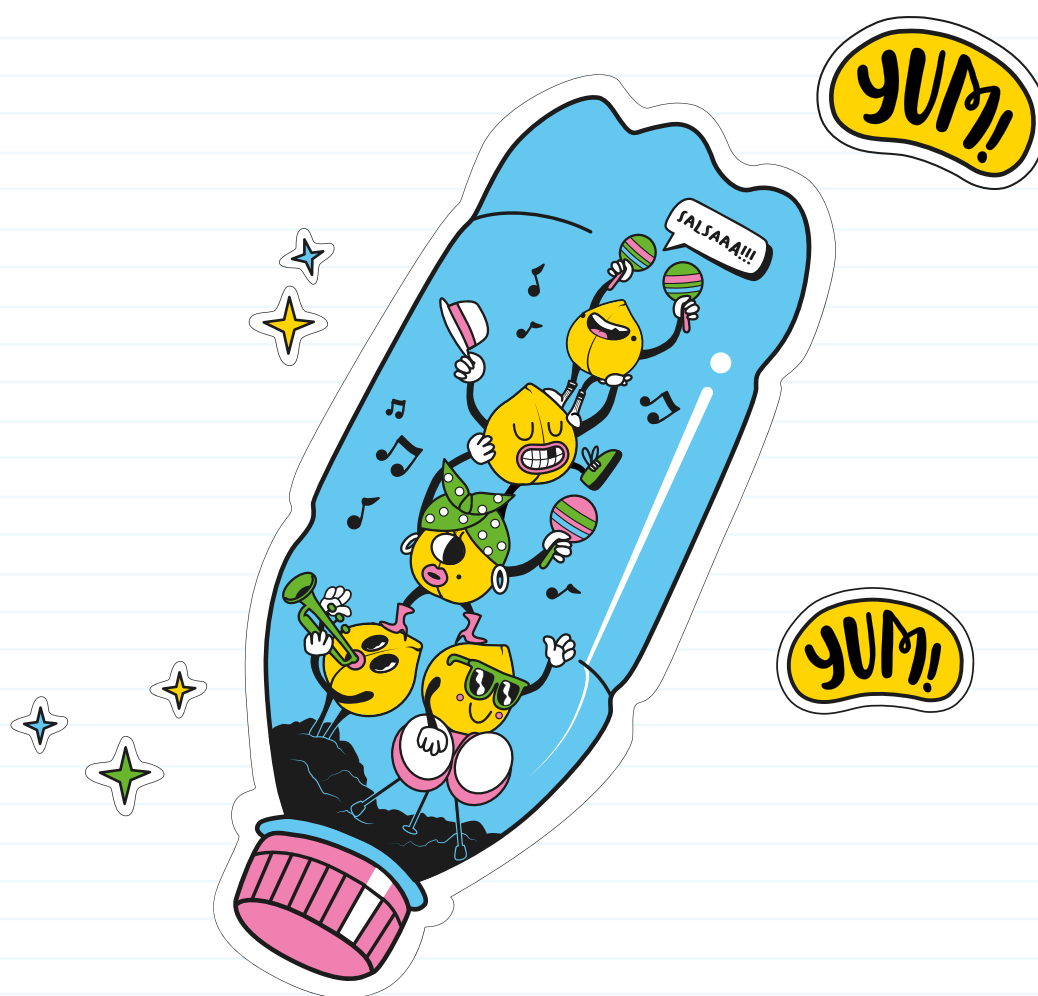
5. Carbohydrates and sugars: if there are more than 10 grams per 100 grams of product, it is high in sugars; its sugar content is moderate if it is 2 to 10 grams and low if less than 2 grams.

6. Protein: A high protein food will contain more than 20 grams, an average food will offer between 10 and 20 grams per 100 grams, and a low protein food will contain less than 10 grams.

7. Other: Fibre is a very important value of the label because the higher its value, the longer it will take to digest and the more satiating it will be, but it will also improve bowel transit. A high fibre product will contain more than 10 grams, its values will be average if it contains between 6 and 10 grams and low fibre products contain less than 5 grams.

WORKING GUIDELINES

- ✦ Each work group should collect various nutritional labels, grouping them into the dishes or foods they like the most/least.
- ✦ Analyse as a group the nutritional information for each group and the positive/negative effects for each one.



BLOCK 3



RESPONSIBLE AND SUSTAINABLE COOKING. - Student activities -



CURRICULUM LINKAGE AND KEY COMPETENCE

APPLIED METHODOLOGY	KEY COMPETENCES
Gamification	✦ Personal, social and learning to learn skills.
Collaborative learning	✦ Entrepreneurial skills.
Flipped Classroom	✦ Competence in cultural awareness and expression.
	✦ Digital competency
CURRICULUM LINKAGE	
✦ Area of Knowledge of the Natural, Social and Cultural Environment.	
✦ Area of Mathematics.	
✦ Area of Artistic Education.	

RESPONSIBLE AND SUSTAINABLE COOKING

1. INTERNALIZING WHAT WE HAVE LEARNED.

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Also, you have an interactive digital game “The Perfect Menu”.

ACTIVITY PROPOSAL 1. GAMIFICATED INDIVIDUAL SHEETS

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SYNOPTIC TABLE GAME SHEETS

THEMATIC AXIS	CONTENT	SHEET NO
RESPONSIBLE AND SUSTAINABLE COOKING	UTENSILS	6
	RECYCLING OF PACKAGING	2, 7
TRASH COOKING	USE OF FRUITS	1
	BREADCRUMBS	3
	CROQUETTES	4
	ROPA VIEJA RECIPE	6

2. LET'S ACTIVE!

We propose fun **research dynamics**, following the **Flipped Classroom** methodology, so that the learning and conclusions can be discussed in the classroom.

FLIPPED CLASSROOM DINAMIC PROPOSAL

Activity 1. PROPOSED CREATIVE MENU.

- ▶ Write down a few typical dishes from other countries and regions based on the gastronomic maps that you have looked at in class, Mediterranean diet recipe books or any other foreign dishes you may know about.
- ▶ Now come up with a new creative menu and jot it down on another sheet indicating its procedence.
- ▶ Create a diverse and international menu that shows the value of the food culture of that place.



RESPONSIBLE AND SUSTAINABLE COOKING

3. APPLYING WHAT WE HAVE LEARNED.

We propose fun **activities to do in groups and in the classroom**, following the **collaborative learning** methodology, which will help you both to reflect on food resources and food waste and to plan the **participation work**, the front page of the newspaper "Salvacomidas News".

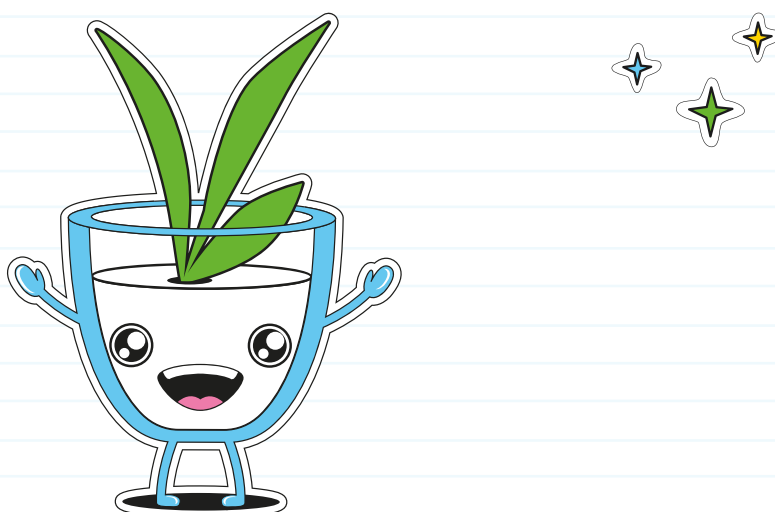
COLLABORATIVE LEARNING ACTIVITY PROPOSAL 1

All gastronomy is linked to a territorial cultural identity, and both can be known through the histories and origin of traditional dishes. The taste qualities of food are enriched when you discover how they are cooked and prepared in different parts of the world, how the various condiments are used to complement the flavours and how you get the most out of them in each cooking style.

The aromatic garden. Create a garden of aromatic plants and species and research their properties, using single-use containers as pots.

WORKING GUIDELINES

- ✦ Ask each student to bring a Tetra Brick container to class.
- ✦ It will be your aromatic garden! You can plant oregano, basil and other aromatic plants in the pot.
- ✦ Ask them to research and design a label with the properties of the chosen plants.
- ✦ Following the instructions on the sheets, ask for the container to be decorated (with press cutouts forming a collage, with temperas, etc.)
- ✦ Simply fill the container with soil and substrate and plant the selected seeds: [aromatic herbs and plants](#).



RESPONSIBLE AND SUSTAINABLE COOKING

COLLABORATIVE LEARNING ACTIVITY PROPOSAL 2

Gastronomic maps. Discover the gastronomic culture of other territories and countries by creating several maps with images of famous dishes.

WORKING GUIDELINES

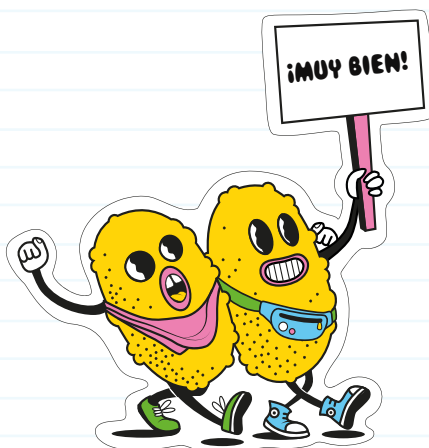
- ✦ Divided into work groups, ask the students to draw up a gastronomic map, to raise awareness of the cultural richness of:
*Of the province, of the Autonomous Community, of the territory, Spain.
From Europe or the world, choosing a country each group.*
- ✦ Ask each group to collect the typical or unique dishes from the chosen territory and paste the images of each dish on the map as a collage.
- ✦ The main objective is to discover new dishes, other ways of cooking, learn other combinations of flavours, learn their origin, etc. in order to enrich their culinary culture.

COLLABORATIVE LEARNING ACTIVITY PROPOSAL 3

1, 2,3. Respond again. Trash cooking. Appreciate some familiar dishes and create new dishes.

WORKING GUIDELINES

- ✦ You will create a "1, 2,3 style game. Respond again" to play in class.
- ✦ A work group will be tasked with writing a variety of foods on cards, especially those that can be regularly left over on a menu: some rice, some pasta, a chicken fillet, etc.
- ✦ Another group can write in blanks, some of the foods that are usually left over after making a dish: half a pepper, half an onion, half a loaf of bread, etc.
- ✦ The game consists of pulling out the blanks, so that, in turn, each team says a new dish from the ingredients it has touched: One chicken fillet+ half pepper+ half onion = chicken fajitas (Mexican dish).





LOS SALVA COMIDAS



¡¡¡INEB A COMEEER BIEE

YUM!

