

Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education

Ministerio
de Educación, Cultura
y Deporte

It's my pleasure

Ministerio
de Sanidad, Servicios
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Catálogo de publicaciones del Ministerio: mecd.gob.es
Catálogo general de publicaciones oficiales: publicacionesoficiales.boe.es

Transversal and Complementary Contents for the Food, Nutrition and Gastronomy
Programmes for Infant and Primary School Education
(Contenidos transversales y complementarios a los programas de alimentación, nutrición
y gastronomía para educación infantil y primaria)

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) Real
Academia de Gastronomía
Fundación Española de la Nutrición

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Secretaría de Estado de Educación, Formación Profesional y Universidades
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MINISTERIO DE SANIDAD, SERVICIOS SOCIALES E IGUALDAD
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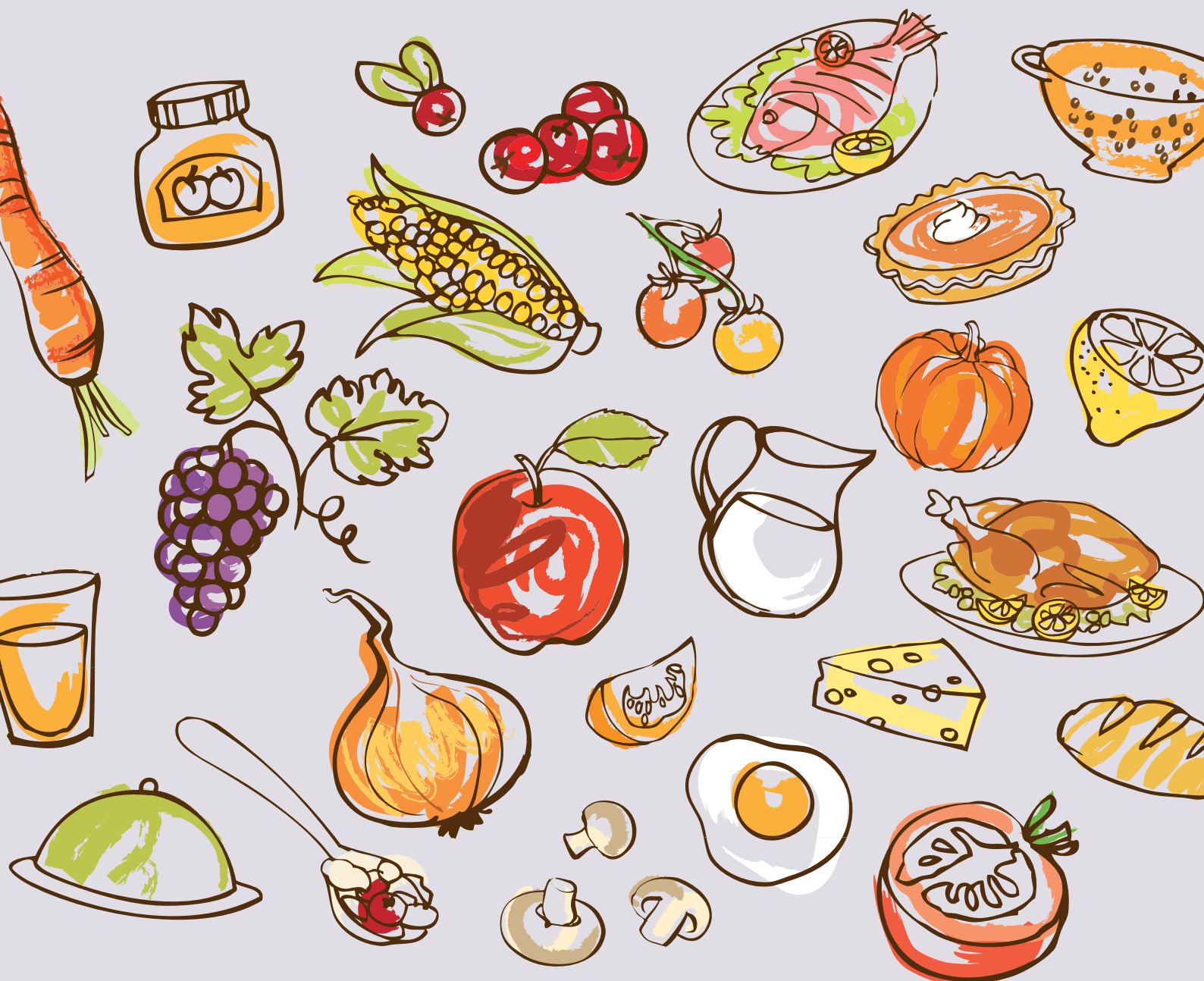
Edita:
© SECRETARÍA GENERAL TÉCNICA
Subdirección General de Documentación y Publicaciones

Coedita:
© Agencia Española de Consumo, Seguridad Alimentaria y Nutrición (AECOSAN)

NIPO: 030-17-086-1
NIPO: 690-17-002-7
DOI: 10.4438/030-17-086-1

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for Infant and Primary School Education

IT'S MY PLEASURE



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INTRODUCTION

The Ministry of Education, Culture and Sports, through its "Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education", has as a main objective, the acquisition of healthy habits by pupils as from infancy, to ensure a better quality of life during subsequent stages of development and to reinforce them by adulthood.

Conveying the importance of eating healthily and learning to enjoy doing so, from early ages, is a priority objective with a vision to the future. The education of healthy habits lays the bases for building a healthy society with quality of life. For this reason, the Ministry of Education, Culture and Sports – through the National Centre for Educational Innovation and Research (CNIIE), the Ministry of Health, Social Services and Equality, the Spanish Consumer, Food and Nutrition Safety Agency (AECOSAN), the Royal Academy of Gastronomy (RAG) and the Spanish Nutrition Foundation (FEN) have joined forces for the development of the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education, with innovative didactic materials, for both teachers and pupils.

Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education stages, have been put together in four didactic units, strengthening the common objectives looking to be achieved within both educational stages. They present a new aspect: a direct relationship between the school child with what he or she eats and the physical exercise he or she carries out. That is to say, where and what he or she eats, so as to maintain a healthy weight during the stage of growth and

development, the importance of practicing physical activities on a regular basis, as well as strengthening knowledge on foods. That is to say, the amount of times one should eat, or what to eat when one is allergic or intolerant to a food product, reinforcing together, the acquisition of healthy lifestyles. In short, how to look after their own body in the present, as well as the future.

The structure of these four units follows the same methodological pattern as the programmes they complement, although some changes may be found.

The school children are now familiar with the story characters "Cosme, Elle and Tito", worked with in the Pre-school Education programme, and they know their personalities and behaviour, so the stories have now been replaced by a comic version, a more visual resource, with more concise language. A new way of expression that pupils will closely discover within the Primary Education stage.

In addition, songs are replaced by riddles or brainteasers. The children already know quite a lot about food, so answering simple and fun brain teasers will surely be of no problem to them.

These four units include transversal and complementary contents for the Infant School Education stage and the first cycle of Primary School Education, where pupils will discover new ways of observing, tasting, smelling and experiencing foods.

Let's begin. We put on our chef's hat and then all we have to say is: "We want to be healthy and learn how to cook!"

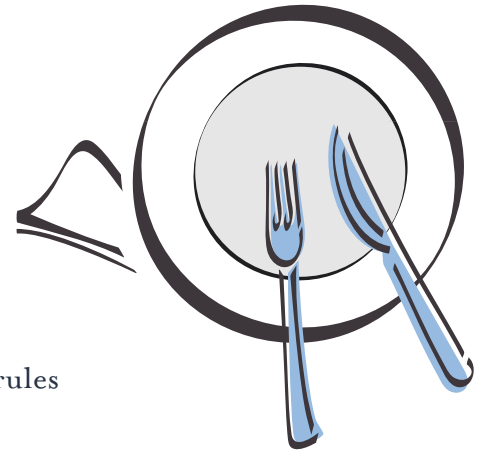
DIDACTIC UNITS

OBJECTIVES

UNIT 1

My school canteen

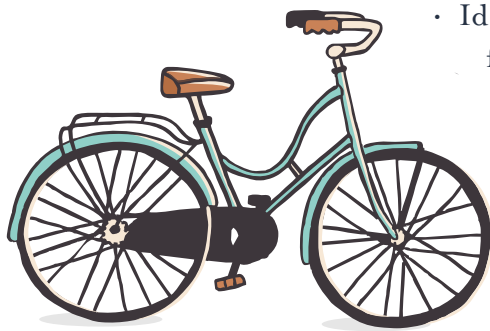
- Identify the school canteen as being a place for learning, tasting and enjoying different foods in a healthy way.
- Handle different foods in a very basic way, respecting rules of hygiene and preparing them for consumption.



.....

UNIT 2

I eat and I move to keep healthy



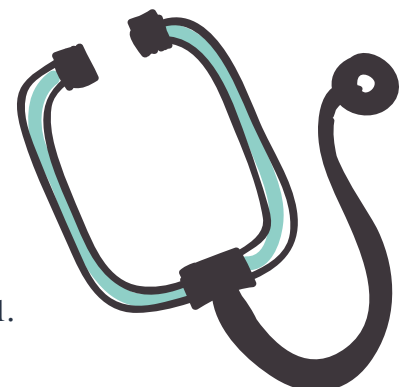
- Identify the consumption of food as being a source of energy for doing exercise, valuing the importance of a balance between physical activity and diet, so as to achieve and maintain a healthy weight for growth and development.
- Handle different foods in a very basic way, respecting rules of hygiene and preparing them for consumption.

.....

UNIT 3

Which foods are good for me and which ones can harm me?

- Acknowledge that there are some foods that can cause allergies or food intolerances in certain people.
- Value the importance of a soft diet when one isn't feeling well.



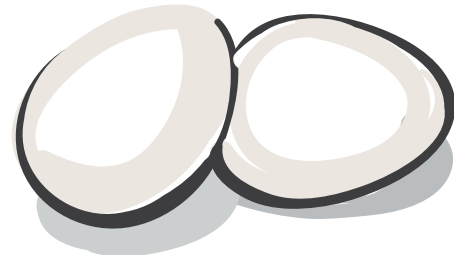
- Recognise some illnesses and risk factors associated with food.
- Handle different foods in a very basic way, respecting rules of hygiene and preparing them for consumption.



UNIT 4

Reality or fiction?

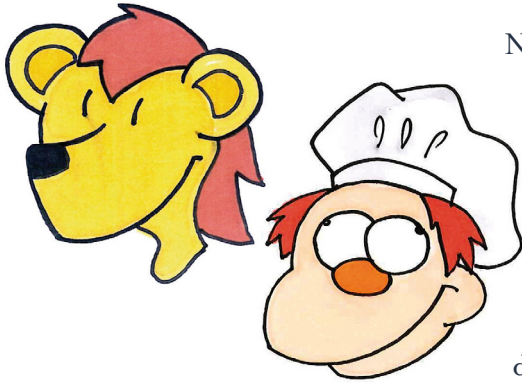
- Interpret certain beliefs correctly: "I don't need breakfast" or "Is it good to eat eggs everyday?".
- Develop a responsible behaviour towards food itself.
- Reinforce healthier eating habits.
- Handle different foods in a very basic way, respecting rules of hygiene and preparing them for consumption.



UNIT STRUCTURE

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

DIDACTIC VIDEOS



Nutricub continues to be the main character of the videos, prepared and intended specifically for the Food, Nutrition and Gastronomy Programmes for Pre-school and Primary School Education, by the Ministry of Education, Culture and Sport.

This cuddly toy lion is already the school pupils' friend. The lion cub will carry on tasting different dishes, amazed by the explanations given by his nutritionist friends, who continue to watch closely .

Although, at last, Cosme's friend Martin makes an actual appearance, that really friendly cook that appears on a television programme and with whom Cosme chats on the Internet.

In the new videos, Martin and his friends –the cook Juan Pablo Felipe and different nutritionists– will talk about diet and show the school children how to prepare tasty, healthy and easy to make dishes, so that later they are able to prepare them out of school.

To do so, recipes have been included in the section "I try it at home... today". The objective is that boys and girls taste at home the dish they have seen being prepared on the video and that they are direct witnesses to how the recipe is to be made in their own homes, helping to prepare it whenever possible without posing a risk to themselves.



DIDACTIC
UNIT 1

Transversal and Complementary Contents
for the Food, Nutrition and Gastronomy Programmes
for Infant and Primary School Education

IT'S MY PLEASURE



MY SCHOOL CANTEEN



WHAT WE SHOULD KNOW

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

My school canteen

The canteen is an important part of school, in fact, it ought to be considered as an additional part of the educational project. It enables school children to eat lunch during five of the seven days of the week, that is if parents or tutors wish to make use of this service.

Many girls and boys eat lunch at school. The food served should be tasty, healthy, varied and well-balanced so as to fulfil the children's energetic and nutritional needs, taking into account that the school age is a stage of body growth and development. Moreover, it will help to develop their intelligence and to provide energy to play longer.

In the school canteen, pupils learn to develop and strengthen the acquisition of healthy eating habits, rules of behaviour, as well as the correct use and maintenance of the canteen equipment. In addition, pupils will try, little by little, different flavours and introduce many more types of food, from all the different food groups, into their diet.

Food served in the school canteen must include everyday as a starter, vegetables, potatoes, pasta, rice or pulses, alternating them throughout the week; as a main dish; meat (preferably white, lean meat and not more than 2 days a week), fish or eggs and, of course, a piece of fresh fruit for dessert. Water should always be the drink of choice.

It is very important that school canteen food is varied and adapted to the pupils' age: we cannot always eat the same food because the nutrients we need are found in all the different foods and they have to be complemented throughout the week. Different foods must be served on the plate everyday and cooked or prepared using diverse methods. For example, potatoes can be boiled one day, another day mashed and only occasionally, fried. Lastly, bread and drinking water should be served at the beginning of meals.





It is essential to keep the body hydrated by drinking water, or through the intake of foods that contain water (fruit, greens and vegetables). Our bodies are made up of 80% of water, to prevent dehydration, it is necessary to drink between 1 and 2 litres a day and not to wait to feel thirsty.

School food must provide an important part of the energy and nutrients that school pupils need to achieve a healthy, varied and well-balanced diet, because the body is like a car and the energy and nutrients are the fuel it uses for running. That way, the child will have the strength needed to spend the afternoon studying and then playing with friends. If lunch doesn't provide the necessary energy or nutrients, they won't be able to carry out any activities with the same vitality, during the rest of the day.

The school canteen, as well as the dining-room at home, should be a pleasant place, that way, the child will consider it to be somewhere positive and fun to be in with his or her friends.

Other activities related to food can be carried out at school, such as, preparing different dishes which will encourage school children to cook and to learn cooking techniques. As well as the teachers, canteen monitors can introduce and organise workshops and activities so that school pupils enjoy playing and trying food, inviting parents and caregivers to join in, that way everyone can enjoy preparing delicious dishes.

On occasions, school pupils also have to have breakfast at school.

Many hours have past since dinner, so they must recuperate all energy lost during the night. Breakfast is the first meal of the day and that is why it is so important to help the body's engine to start up. A full healthy breakfast could consist of the following foods: dairy product + cereals + fruit.

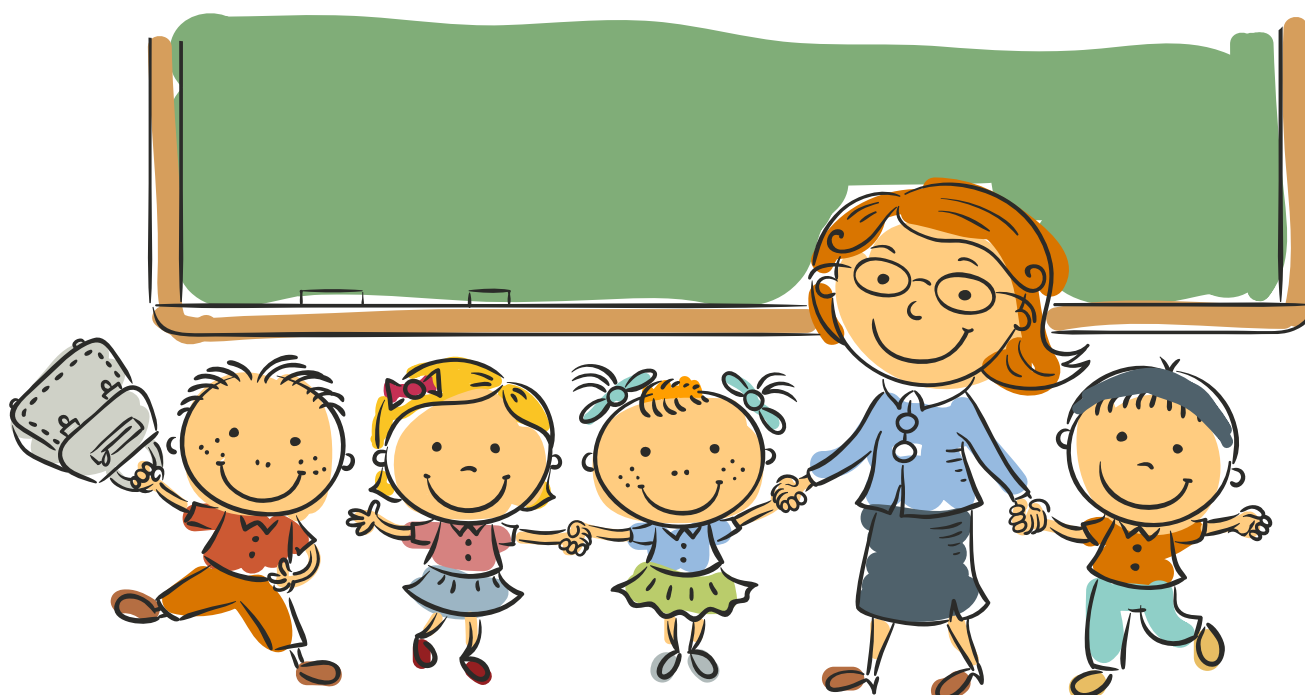
If school children now start to eat a proper, healthy, varied and well-balanced diet and include it in their daily routine, their bodies will stay healthy throughout life: the school canteen is one of the places where they can begin to do this.





Other issues to take into account related to the school canteen, and which are included in the **Consensus Document on Food in Educational Centres**, prepared by the Spanish Consumer, Food and Nutrition Safety Agency, the Ministry of Education, Culture and Sport, and the Health and Education Departments of the distinct Autonomous Communities are:

- Mealtimes should not be less than 30 minutes. This time should be extended when considered necessary with lower age groups and for those with special needs.
- In educational centres, special menus will be prepared and adapted to those school children with food allergies and intolerances.
- Families, tutors or those responsible for children eating in the school canteen should provide an alternative menu for the child's dinner, so as not to repeat the same food eaten at lunch.
- Staff in charge of the care and attention of the pupils in the school canteen, should be trained and qualified in Infant and Primary School Education and the promoting of healthy eating habits. Moreover, the supervising of school menus will be carried out by health professionals with certified specialist training in Human Nutrition and Dietetics.



LET'S READ A COMIC

COSME EATS IN THE SCHOOL CANTEEN



TELL ME, THEN WE CAN GUESS

Let's talk about the comic

Does Cosme like eating at school?

Why?

Is the food in the canteen varied?

Why?

Is the food in the canteen healthy?

What does Cosme like best about eating in the canteen?

Let's talk about you

Do you eat in the school canteen?

Out of the meals you are served, which one do you like best?

Do you eat everything you're given?

What do you least like about the canteen?

Which meal, out of the ones you eat in the school canteen, would you like to learn to cook with your family at home?

A riddle, guess what I am

Which food am I?

**I build muscles of steel
And I might be green.
If you want to be strong,
healthy and lean.
Try take me on
in the school canteen.**

Answer: Spinach





I DRAW, I COLOUR

DRAW YOUR SCHOOL CANTEEN

A large rectangular frame composed of small grey dots, intended for a child to draw their school canteen inside.

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: WEEKLY MENU

We would like to achieve...

That girls and boys in the class...

Create a weekly menu, taking into account foods that can be consumed on a daily basis and those that can't, and the correct amount of times on a weekly basis.

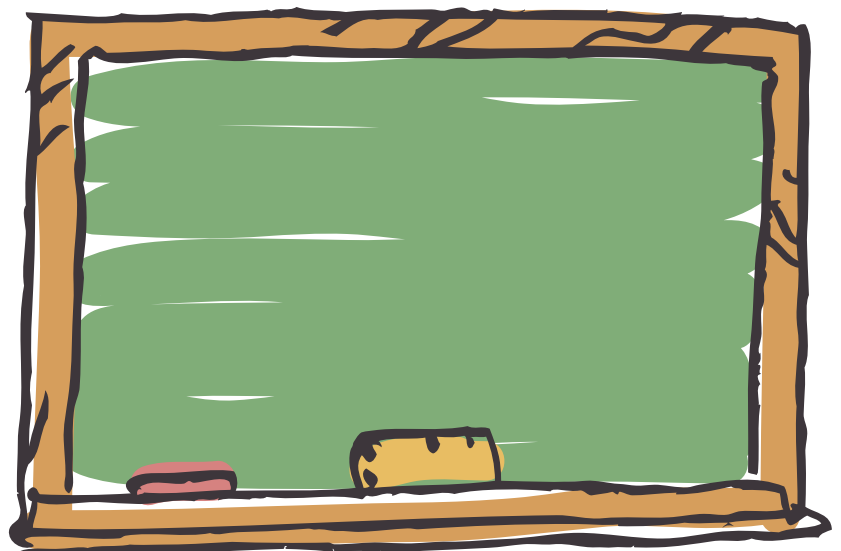


Game dynamics

The teacher will...

1. Draw on the blackboard the Healthy Food Market (see unit 5, PANGEI) where he or she will write the amount of times each food can be consumed on a daily, weekly and occasional basis.
2. Divide the school pupils into 5 groups (each group represents each meal we should have in a day: breakfast, mid-morning snack, lunch, afternoon snack and dinner).
3. Put on a table figurines (plastic, paper...) representing different foods (bread, chicken, glass of water, juice, bottle of milk...).
4. Fix a length of time for the pupils in each group to choose, between the different figurines on the table, the food corresponding to the meal they represent. For example, for breakfast: milk, toast and fresh orange juice.

When the fixed time is up, the teacher will confirm if the foods making up each meal are correct, if they aren't, he or she will ask the pupils to change them for others. Next to each meal a card will be placed indicating which meal it is.



Afterwards, pooling will be carried out. The teacher will point to a food (cereals, milk, eggs...) and the pupils must count how many times it appears in the different meals of the day. If the number is correct, the teacher will give, in recognition, a "Michelin" paper star to each group. This way, they can win many stars.

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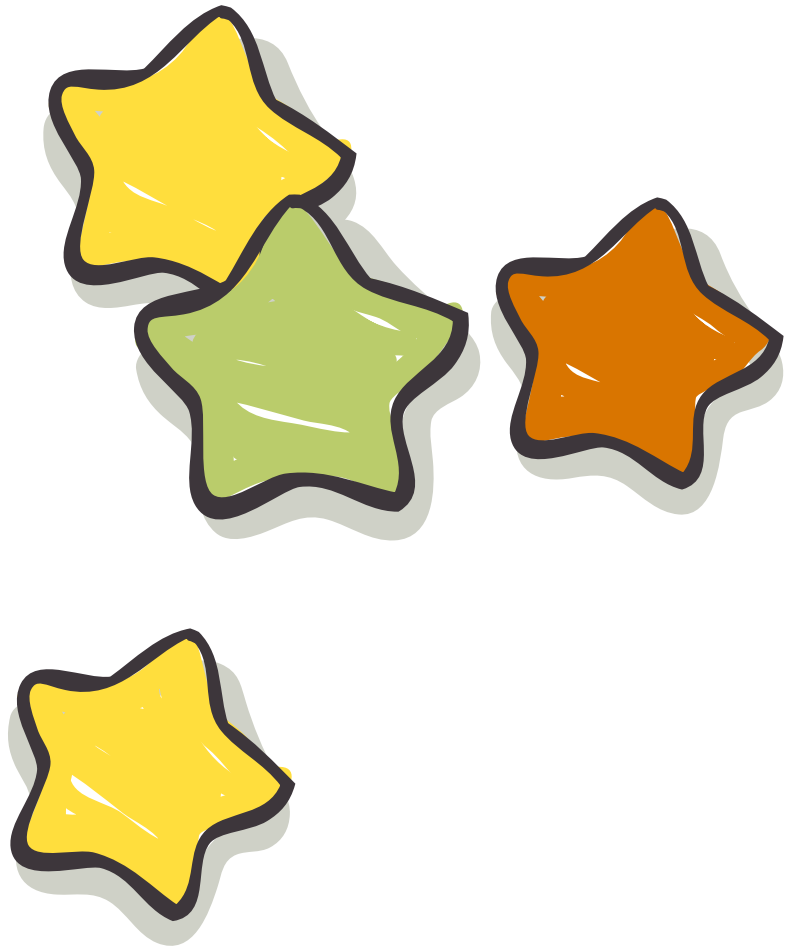
Materials needed

Blackboard

Plastic figurines representing food (bread, eggs, water...) or different products drawn on cardboard

Paper stars

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.

1. Prepare curdled milk with seasonal fruit and honey

Needed:

- Curdled milk (in small pots). Each pupil is given one
- Seasonal fruit (strawberry, apple, banana, etc.)
- Honey

Recipe:

- Cut the fruit into tiny pieces.
- Mix in the curdled milk and stir.
- Add a little honey on the top.

Material:

- Plastic knives for cutting the ingredients
- A bowl
- A plastic cup for mixing the curdled milk with the honey
- Teaspoons
- Paper napkins



2. Eat the curdled milk

3. Answer the following questions:

Did you like preparing this recipe?

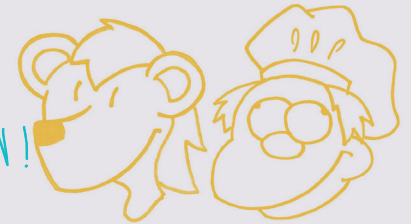
Do you like the flavour of curdled milk?

What flavour does the curdled milk with fruit and honey have?: sweet, salty, bitter or sour?

What does it smell like?

Introducing it into your mouth, what texture does it have? (smooth, rough, lumpy...)?

LEARN WITH
NUTRICLUB AND MARTIN!



LEARN WITH
NUTRICLUB AND MARTIN!



Video projection:

Unit I_v1_Don't forget about the drinks.wmv

Unit I_v2_Melon Gazpacho.mov

(This recipe will form part of the activity in the section 'I try it at home... today').

(The teacher will find the videos on the USB 'Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education by the Ministry of Education, Culture and Sport').

I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

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

Melon gazpacho

It is important that the child is present during the process of preparing the recipe.

Ingredients for 4 people

- 275 g of melon
- ½ kg of ripe tomatoes
- 60 g of sliced bread
- Vinegar
- Extra Virgin Olive Oil
- Water
- Salt
- Parsley



Recipe

1. Chop the tomato and melon into small pieces and put it into the blender.
2. Add the bread, vinegar, extra virgin olive oil, a pinch of salt and the water.
3. Blend it together until it becomes a smooth liquid.
4. Serve the gazpacho in a bowl and place a sprig of parsley on the top to decorate.

Questions

Do you like it?

What flavour does it have: sweet, salty, bitter or sour?

What colour is it?

What does it smell like?.....





Transversal and Complementary Contents
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IT'S MY PLEASURE



I EAT AND MOVE TO KEEP HEALTHY

WHAT WE SHOULD KNOW

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

I eat and move to keep healthy

On a daily basis everybody expends a certain amount of energy, and that's why it's necessary to eat in order to restore it.

Within the main elements of energy expenditure the following are found:

- **Basal metabolism:** Energy that we expend maintaining our vital functions: breathing, our heart beating, thinking, maintaining our body temperature at 37°C... This is affected by age, gender, size, weight, body build... and involves 60-65% of energy expenditure.
- **Physical activity:** Energy that we expend when we move, go for a walk, go up the stairs, sleep, study... and it's the most variable element of all, due to factors such as the type of activity, its intensity and duration. This involves 25% of energy expenditure, which can reach 50% in the case of professional sportspeople.

Depending on the type of the physical activity carried out, its duration and intensity, more energy will be expended or less:

Type of activity

Sleeping, lying down, watching television...

Sitting (reading, writing, etc.), studying, working on the computer, playing with a game console, eating...

Light housework (sweeping, vacuum cleaning, mopping the floor, making the bed, etc.), going for a walk, playing golf, playing table tennis...

Heavy housework (hand washing clothes, cleaning the windows, ironing, etc.), looking after the garden, dancing, riding a bicycle, walking quickly (5-6 km/h)...

Running, going up the stairs, playing football, basketball, tennis, squash, hiking, swimming, skiing, aerobics...

How much energy is expended?

*Very little
Resting activity*

*Very little
Very light activity*

*Little
Light activity*

*Quite a lot
Moderate activity*

*A lot
High activity*

• **Thermogenic effect of foods:** energy that we expend in digestion, absorption, distribution, storage and excretion of the nutrients contained in foods. It involves the lowest percentage (10%), but that doesn't mean that it is the least important.

A person needs to eat enough food to be able to restore the energy he or she has expended in achieving an energetic balance for maintaining his or her correct weight.

The problem is that people, in general, lead a very sedentary life in which they hardly do any exercise. Cars are often used for going to work or to study, instead of walking. During leisure time and at weekends, sedentary activities are carried out, like playing video games, browsing on the computer or watching television. They are given preference to practising a type of sport with friends and family, or going for a walk in the mountains.

In addition, if a good, healthy, varied and balanced diet is not chosen, but instead foods with a high calorie content are often consumed (pastries and cakes, french fries and crisps, sweets, pizzas, hamburgers, etc.), the moment will come when we put weight on, and being overweight or obese has negative consequences on our health. Overweight is a condition that promotes the development of many illnesses (Diabetes, Cardiovascular Disease, Arterial Hypertension, etc.)



Get moving. Do exercise everyday!

Proper and regular exercise is essential for enjoying good health and a quality life. Children should carry out physical activities for **at least 60 minutes a day**.

Activities that strengthen bones and muscles should be carried out at least three times a week. Running, jumping, somersaults... strengthen bones; climbing, doing exercises on bars or on swings or lifting weights, strengthen muscles.



Exercise helps us to...

- Grow strong and healthy.
- Keep our heart in shape.
- Feel confident about our capabilities.
- Perform better in our studies, reduce stress and relax.
- Expend more energy and maintain a correct body weight.
- Maintain good health.



Increase physical activity in a fun way

We generally have more time at weekends, that's why, we should take advantage and do physical exercise, such as going to the swimming pool on Saturday mornings or going for a walk in the countryside on Sundays. Moreover, we can meet up with friends to do physical exercise in a fun way, as much in summer (riding a bicycle, swimming, going to a water park...), as in winter (ice-skating, hiking in the mountain, skiing...).

There are also many activities that we can do on a daily basis which will help us to keep fit: walking up the stairs at home in stead of taking the lift, walking to school or work, or taking the dog out for a walk. Children can help to lay the table or put away their toys, they will feel good and at the same time they will develop good coexistence habits.

As well as a Healthy Food Market (see Unit 5, PANGEI) there is also **A Physical Activity Pyramid**, you will find below, where activities we can do to be healthier and how often they should be done, are shown. Furthermore, we are reminded that it is important to maintain a good state of hydration, drinking water regularly, specially when it's hot or when we do exercise.



Physical Activity Pyramid

Occasionally

Playing video games, browsing on Internet or lying down watching television are activities that should only be carried out sporadically and not for a long time.

Several times a week

Walking for more than 20 minutes, swimming, playing football, going to ballet classes, riding a bicycle or ice-skating, are called aerobic exercises and help us to exercise the heart and lungs. In the case of children, doing stretching exercises or playing on the swings, helps them to improve their flexibility and strengthen their muscles.

Daily

Changing various sedentary habits for activities involving movement will help to keep fit. These activities can be: going for a walk, walking up the stairs instead of taking the lift, tidying up, making the bed, laying the table... We should carry out these types of activities as many times as possible.

Water

Keeping our bodies hydrated is essential for staying healthy. We should drink between 1 and 2 litres a day.

If the person usually does very little physical activity, they should start with activities that are at the base of the pyramid and progressively reduce activities that are on the vertex.

If physical exercise is done now and again or on a regular basis, activities from the centre of the pyramid (aerobics, flexibility and strength), should be done.

LET'S READ A COMIC

TITO DOESN'T PRACTICE SPORTS



TELL ME, THEN WE CAN GUESS

Let's talk about the comic

Why does Tito take so long to go out and play with his friends?

What are Cosme, Elle and Tito going to play?

Why does Tito decide to go out and play with his friends?

Let's talk about you

Do you play with you game console or your mobile a lot?

Do you like practicing sports?

Do you practice any sports with your friends or your family?

What other sports or physical activities do you think you could practice with your family? And with your friends?

Which sport do you like best?

Why do you think you should go out to play or do sports?

Guess, a riddle

Which sport am I?

**Even if I would practice it forever
I'm not going to sweat, never, never.
Sometimes it really feels to me
I'm in a small, enclosed sea.**

Answer: Swimming



I EAT AND MOVE TO KEEP
HEALTHY



I PAINT, I DRAW



I PAINT, I DRAW

ACTIVITY 1: DRAW YOURSELF AND YOUR
FRIENDS PRACTICING A SPORT.



WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: WE ARE GOING TO GET FIT

We would like to achieve...

That girls and boys in the class...

Identify physical activities that help a person to keep fit and have a correct weight.

.....

Game dynamics

The teacher will...

1. Draw a large Physical Activity Pyramid on the classroom floor, using masking or packaging tape to mark the lines. It must be large because the school pupils will have to fit into it, later on.
 2. Write on small pieces of paper different sports and activities which form part of the Exercise Pyramid. They need to be folded up so that they can't be read and then put into a closed box.
 3. Ask each child to take a piece of paper out of the box and stick it onto their clothes using the masking or packaging tape.
 4. Call each child out and ask them, out loud, what activity they represent and where they think they should stand within the Exercise Pyramid. If the child answers correctly, he/she will go directly to his/her corresponding place and if not, the rest of the class will help him/her. All the school pupils will have their turn one by one and each one of them will have a place on the pyramid.
-

Materials needed

- Masking or packaging tape
- Sheets of paper

Estimated time: 15 minutes



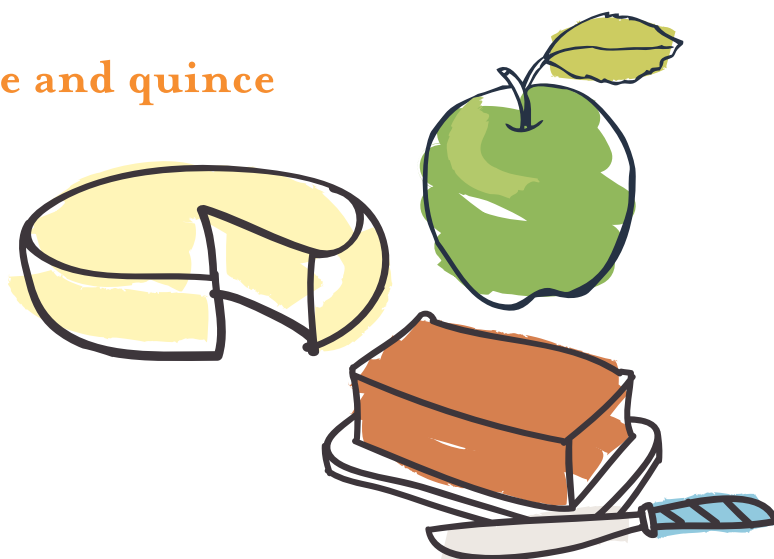
ACTIVITY 2: WE PLAY WITH OUR FOOD

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

1. Prepare an apple, cheese and quince jelly sandwich

Needed:

- Apple
- Low-fat cheese
- Quince jelly



Recipe:

1. Peel the apple and cut it into thin slices, but thick enough so that they don't break when handling them.
2. Put a slice of apple on to the sandwich as a base and place a layer of quince jelly on top, then a thin slice of cheese.
3. Cover it with another slice of apple.

Material:

- Plastic knives to cut the ingredients with
- Paper napkins

2. Eat the sandwich



3. Answer the following questions

Did you like preparing this recipe?

Do you like the taste?

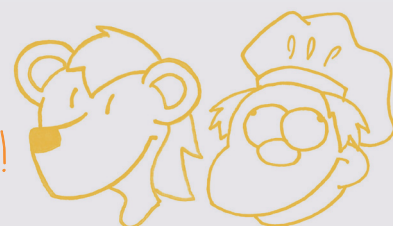
What flavour does the sandwich have: sweet, salty, bitter or sour?

What does it smell like?

Introducing it into your mouth, what texture does it have? (smooth, rough, lumpy...)?

Which ingredient do you like the best?

LEARN WITH
NUTRICLUB AND MARTIN!



LEARN WITH
NUTRICLUB AND MARTIN!



Video projection:

Unit 2_v1_Move yourself everybody.wmv

Unit 2_v2_Macaroni with pesto.mov

(This recipe will form part of the activity in the section 'I try it at home... today').

(The teacher will find the videos on the USB 'Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education by the Ministry of Education, Culture and Sport').

I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

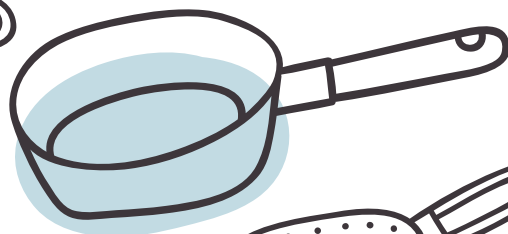
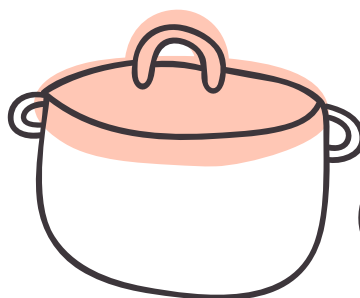
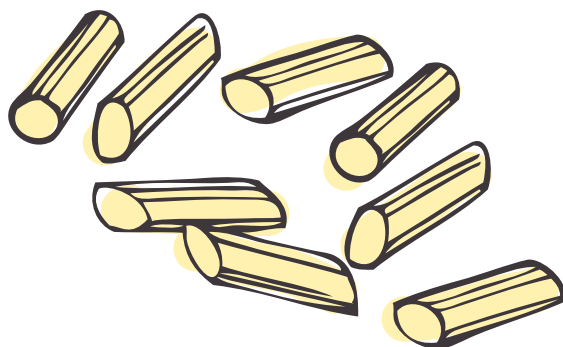
IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the food they are going to handle.

Macaroni with pesto

It is important that the child is present during the process of preparing the recipe.

Ingredients for 4 people

- 280 g of macaroni
- 1 kg of tomato puree
- Chopped up pieces of fresh tomato
- 1 jar of pesto sauce
- 1 onion chopped up
- Garlic
- Extra Virgin Olive Oil
- Grated cheese
- A sprig of parsley



Recipe

1. Cook the macaroni (approximately 10 minutes).
2. Make a sauce gently frying the onion, garlic and tomato.
3. Add the pesto to the sauce and let it simmer for a few minutes.
4. Drain the cooked macaroni and then heat it in a saucepan together with some of the sauce that has been made.

5. Serve in a dish, pouring on top a little of the sauce, pieces of chopped tomato and grated cheese.
6. Decorate with a sprig of parsley.

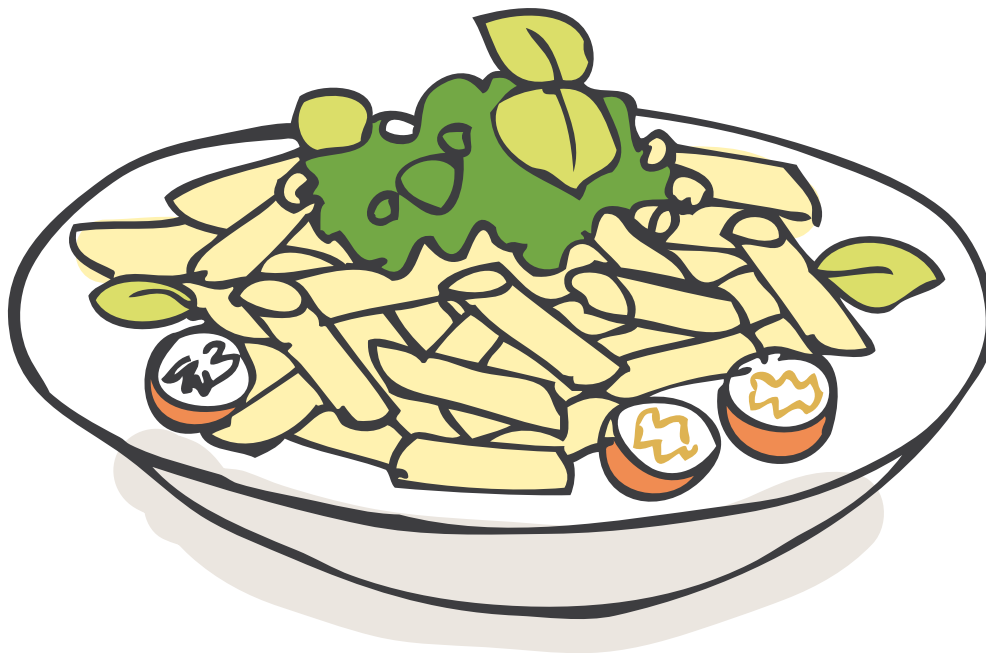
Questions

Did you like it?.....

What flavour does it have: sweet, salty, bitter or sour?

What colour is it?

What does it smell like?.....



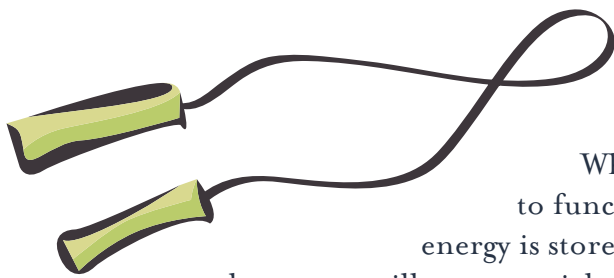
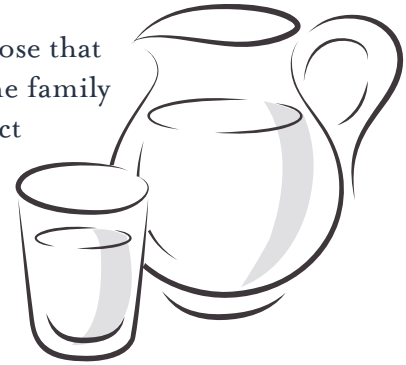
Transversal and Complementary Contents
for the Food, Nutrition and Gastronomy Programmes
for Infant and Primary School Education

IT'S MY PLEASURE



WHICH FOODS ARE GOOD FOR ME
AND WHICH ONES CAN BE HARMFUL?

- Read the list of ingredients contained in the food, so as to avoid those that can produce allergies and/or intolerances. In the case of children, the family will have to carry out this task. If the parents have any doubt or suspect that their son or daughter might have an allergy or intolerance to a certain food, it would be better to avoid it and consult a specialist.
- Explain to people close to you that you have an allergy or intolerance to a certain food. School children should tell their school friends and teachers so that they know what action to take in the event of a reaction occurring, as well as the staff working in the school kitchen or the hired catering company, as the case may be, so that they take it into account, if the child was to stay for lunch in the school canteen.
- When helping to cook, use different cooking utensils to prepare dishes that are going to be eaten by people with allergies, keep your hands clean and avoid contact with foods that cause them the allergy.



Overweight and obesity

When more food is eaten than what the body needs to function and develop on a regular basis, the extra energy is stored as fat to be used later. If this happens regularly, the person will put on weight and various illnesses could develop (diabetes, high blood pressure, cardiovascular diseases, etc.). What can be done to prevent this?: don't overeat; introduce fresh products into your diet, specially ones that are in season (a lot of greens, vegetables, fruit), pulses, cereals, fish, olive oil...; drink water and exercise every day!

Obesity is a problem that affects many children, hence the importance of instilling in them healthy behaviours at both home and school, always positively and without "demonising them", in order to teach them to make healthier decisions and choices.

Diabetes Mellitus

For the brain to function properly, it gets its energy from carbohydrates (glucose). Glucose is carried by the blood and is distributed to the body's organs and cells. In order for the glucose to pass into the blood, it needs a transporter which is called "insulin", whose function is to introduce the glucose into the cells so that they

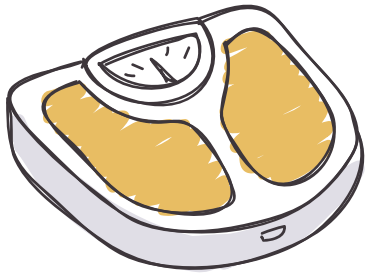
are able to produce the energy needed to maintain life. This transporter is produced by the pancreas.

Diabetes is a disease that appears when a person's body is unable to produce insulin or it does so, but in small quantities. This means that the glucose cannot enter the cells. Consequently, these cells die because of a lack of energy and our body becomes ill.

There are two types of diabetes: type 1, in which insulin is not produced at all and the person has to inject him or herself; and type 2, in which the insulin doesn't work as well as it is required to do and medicines are needed to activate it completely. It is actually type 2 which is closely linked to diet and healthy lifestyles.



Eating disorders



There are many adults, as well as children, who are socially pressured by some wrongly recognised aesthetic "ideals" and therefore don't want to put on weight and they voluntarily stop eating. Consequently, they become ill and have to be attended to by healthcare professionals so that they gain enough weight back on and manage to recuperate a good state of health.

Stomach ache: Soft diet

Symptoms such as gastrointestinal discomfort or pain, wind, diarrhoea, nausea or feeling sick can be produced by food that is not in good condition or that has been contaminated by microorganisms (food poisoning). In such cases, a special diet has to be followed to help the person to recuperate. Some recommendations would be: to eat white rice, cooked ham, an apple or a warm soup.



Children need to understand that if they suffer one of these symptoms while they are at school they must tell their teacher, who will subsequently inform the family.

LET'S READ A COMIC

COSME IS ALLERGIC TO PEANUTS



TELL ME, THEN WE CAN GUESS

Let's talk about the comic

What's Cosme allergic to?

What does the doctor say to him?

How does Tito cheer up his friend?

Which food makes Elle feel unwell?

Why does Elle run so fast?

Let's talk about you

Do you have an allergy or intolerance?

Do you know anyone who does have?

Is there any food that makes you
feel unwell?

What do the people that look after
you at home or at school normally do,
when you tell them you have a tummy
ache or that you're feeling sick?

A riddle, guess who I am

Who am I?

I dress in white, but I'm not a fairy

I give you medicines when you are ill

I cut and sew, but I'm not a tailor

I help to keep you healthy and well!

Answer: A Doctor



WHICH FOODS ARE GOOD
FOR ME AND WHICH ONES
CAN BE HARMFUL?



I DRAW, I COLOUR

ACTIVITY 1: DRAW DIFFERENT FOODS THAT MIGHT CAUSE ALLERGIES. DRAW HOW A PERSON WOULD BE AFFECTED BY AN ALLERGY AND WHAT SHOULD BE DONE IN RESPECT.

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

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: IDEAL WEIGHT

We would like to achieve...

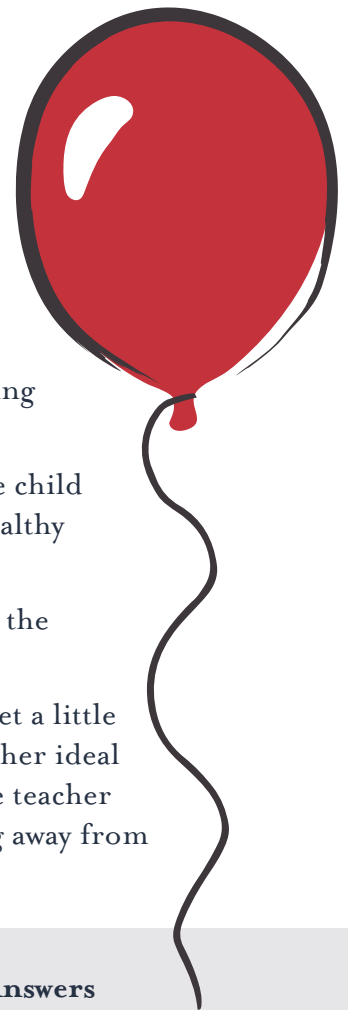
That girls and boys in the class...

Recognise which activities and meals help people to keep fit and to maintain their correct body weight.

Game dynamics

The teacher will...

1. Take a balloon into the classroom, blow it up and draw a face on it using a marker pen.
2. Explain to the class that the balloon represents an overweight or obese child and that between them all they have to teach that child how to acquire healthy eating habits and to do exercise, to be in good health.
3. Ask the class questions about sport and diet, the pupils should answer the questions as being true or false.
4. If the school children answer the question correctly, the teacher will let a little air out of the balloon, which indicates that the person is closer to his or her ideal weight, therefore, improving their health; if they answer incorrectly, the teacher will blow more air into the balloon, indicating that the person is moving away from his or her correct body weight.



Possible Questions

- It's good to frequently eat french fries and crisps, sweets, pizzas, hamburgers, etc.*
- Children should do physical activities for at least an hour a day.*
- Making the bed or laying the table are activities that help us to be active.*
- We should introduce into our diets, on a daily basis; vegetables, fruit, pulses, cereals and drink water, not waiting to feel thirsty.*
- Running, climbing up the stairs, playing football or practicing sports are activities where we use very little energy.*
- When playing video games you use up a lot of energy.*

Answers

- False*
- True*
- True*
- True*
- False*
- False*

Materials needed

A balloon

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.

1. Prepare Tuna, fresh tomato and cucumber tartlets

Needed:

- Small tartlets
- A can of tunafish in olive oil
- Fresh tomato
- Cucumber

Recipe:

Wash the tomato well and peel the cucumber.

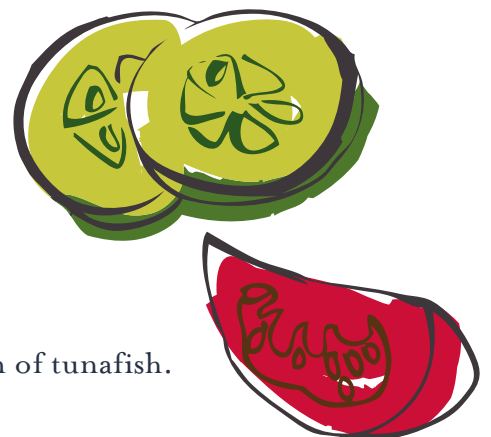
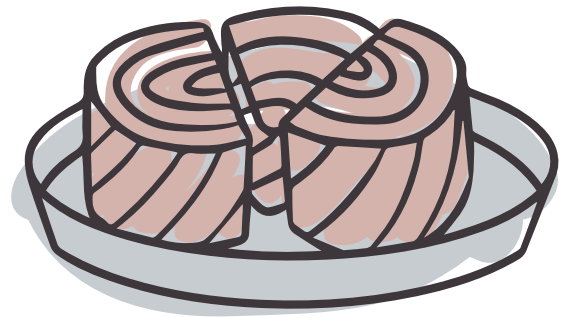
Dice the tomato and cucumber into small pieces.

Mix the tomato and cucumber with the contents of the can of tunafish.

Fill the tartlets with the mixture.

Material:

- Plastic knives to cut the ingredients
- Teaspoons for filling the tartlets
- Paper napkins
- Plastic teaspoons



WHICH FOODS ARE GOOD
FOR ME AND WHICH ONES
CAN BE HARMFUL?



2. Eat the tuna, tomato and cucumber tartlets

3. Answer the following questions

Did you like preparing this recipe?

Do you like its flavour?

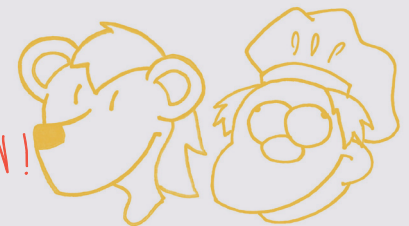
What flavour does the recipe you've just prepared have?: sweet, salty, bitter or sour?

What does it smell like?

Introducing it into your mouth, what texture does it have? (smooth, rough, lumpy...)?

Which ingredient did you like best?

LEARN WITH
NUTRICLUB AND MARTIN!



LEARN WITH
NUTRICLUB AND MARTIN!



Video projection:

Unit 3_v1_Why I can't eat it.wmv

Unit 3_v2_Soya flan.mov

(This recipe will form part of the activity in the section, 'I try it at home... today').

(The teacher will find the videos on the USB 'Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education by the Ministry of Education, Culture and Sport').

I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

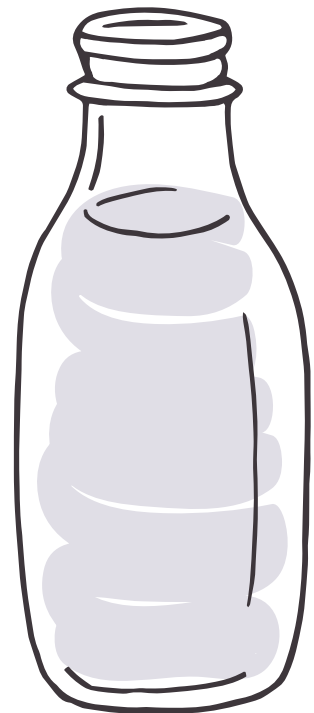
IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the food they are going to handle.

Soya flan

It is important that the child is present during the process of preparing the recipe.

Ingredients for 4 people

- ½ litre of soya milk
- 3 fresh eggs
- 2 tablespoons of sugar
- Liquid Caramel
- A mint leaf



Receta

1. Mix the soya milk with the 2 tablespoons of sugar and the fresh eggs in a blender.
2. Line a flan mould with liquid caramel.
3. Pour the prepared mixture into the mould.
4. Preheat an oven to 165°C.
5. Introduce the flan mould into another bowl with water in it and cook in the oven in a bain-marie.
6. Leave in the oven for 30 to 35 minutes, so that it curdles.
7. Remove the flan from the mould and decorate it with the mint leaf.

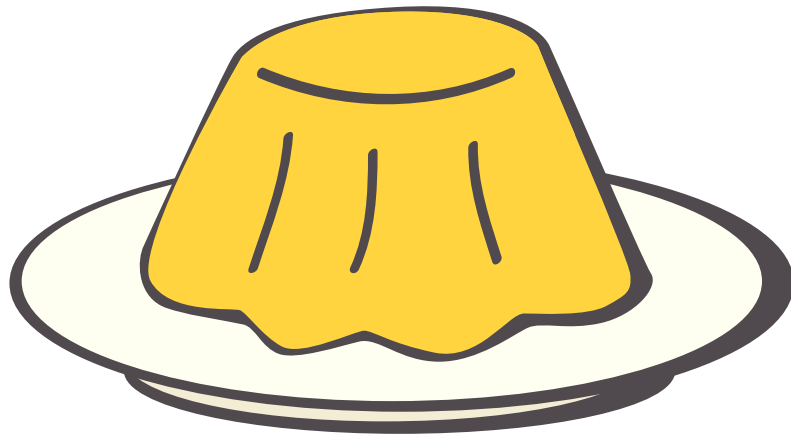
Questions

Did you like it?.....

What flavour does it have: sweet, salty, bitter or sour?.....

What colour is it?

What does it smell like?



DIDACTIC
UNIT 4

Transversal and Complementary Contents
for the Food, Nutrition and Gastronomy Programmes
for Infant and Primary School Education

IT'S MY PLEASURE



REALITY OR FICTION?

WHAT WE SHOULD KNOW

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

Reality or fiction?

The word myth is related to stories, fables or to people or things which are claimed to have qualities or characteristics they don't actually have; in other words, they are misconceptions or false perceptions. Nevertheless, they are true for the person who believes in them. Reality is that a lot of them are baseless and tend to be confusing as well as being a possible danger to one's health.

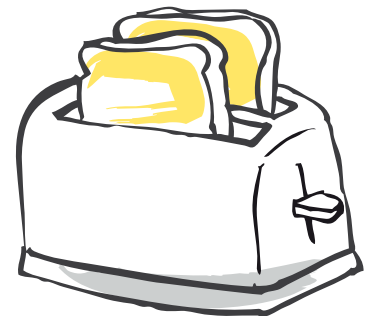
During their working lives, teachers will have heard children and adults use many of the following expressions to which an answer should be offered.



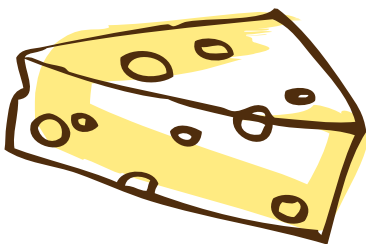
I don't need to have breakfast...

A good breakfast is essential for everybody, but particularly for children. If they don't have breakfast, children will be more apathetic at school, they'll get tired while playing in the playground and they won't pay enough attention to what is being explained in the classroom.

For breakfast, school children can drink a glass of milk together with cereals, preferably whole grain, or with toast and eat a piece of fruit or drink a fresh fruit juice. That way, they are able to go to school full of energy and feeling happy.



I really like drinking milk, and also eating yoghurts, cheese, and dairy desserts...



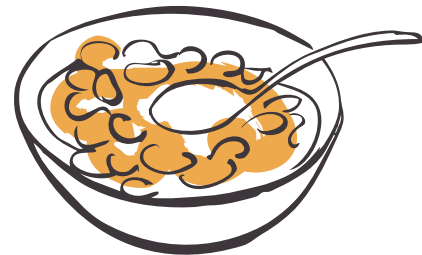
It's good to drink milk, two glasses a day (approximately half a litre), and also a yoghurt or a piece of cheese. A greater intake of calcium in our diet is covered with these foods. Care should be taken, specially in the case of malabsorption/intolerance to lactose or to milk proteins.

When this happens, other foods containing calcium, that don't come from milk, can be consumed: green-leafed vegetables, such as chards, spinach, pulses (chickpeas, beans) and some types of shellfish (shrimps, king prawns).



Cereals... fortified or unfortified?

There are many fortified foods, such as, for example, cereals. They can provide us with vitamins and minerals. But for people with normal health conditions, it is NOT necessary to eat these fortified foods since we are able to obtain the energy and nutrients our body needs through a varied, moderate and balanced diet. Moreover, it's important to eat whole grain cereals and not to excessively consume those coated with sugar or chocolate.



Is it good to eat buns...?



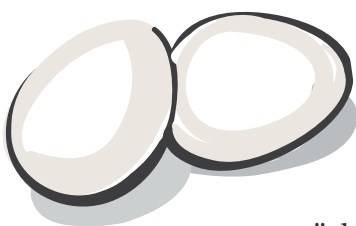
Buns give us a considerable amount of energy due to the high content of fat in their composition, in occasions saturated fat, which is detrimental to health. That's why, they should be eaten occasionally and not in excess, they should be replaced by other foods such as baguettes or sandwiches, milk and dairy products or fruit.

How can I get to like eating greens and vegetables?

Vegetables contain large amounts of vitamins and minerals, as well as plenty of water and fibre, substances which are most necessary, specially during the growing stage. We should eat greens and vegetables two or three times a day, complemented by two or three pieces of fruit, following the recommendation of a total of 5 pieces of fruit and vegetables a day. There are many different ways they can be presented on the table to eat, turning out to be a lot more appetising: in cannelloni, with rice, in salads, with pasta or in an omelette. Whichever way, they are truly delicious.



Can I eat eggs every day?



Egg is an excellent food and occupies a prominent place in the "champion league" of quality proteins, together with meat and fish. It is a good source of vitamins and as well as containing iodine, phosphorus and selenium, it also contains fat. That's why it's better not to eat more than 3 eggs a week.



I'm not keen on fish, but I'm made to eat it...



It's a matter of trying. A great variety of fish can be easily found in the market. We must remember to consume as much white fish (hake, codfish, sole) as oily fish (sardines, anchovies, mackerel) because the latter contain fats which are heart-healthy. Eating fish is one of the best decisions we can make, for improving our health.

I eat meat every day, if I was allowed, I would always eat cold meats, hamburgers and sausages...!

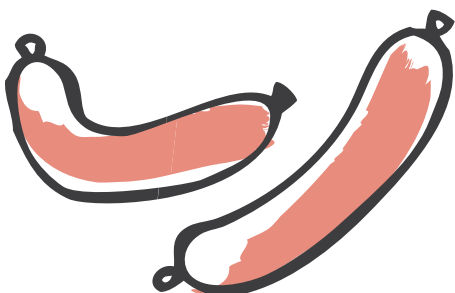
We don't need to eat meat every day, it should be consumed a maximum of three times a week, preferably lean meats (with little fat content), alternating with fish and eggs. There are many types of meat which allow us to vary our diet: chicken, pork, beef, turkey, rabbit, lamb, etc.



Are all cold meats similar?

Not by a long chalk... Cold meats are generally made with more or less lean meat from different animal species (mainly pork) to which fat is added in different quantities. There are "raw coarse-cut", such as "salchichon" and "chorizo" (Spanish cured sausages); "without the maturing process" such as freshly made sausages, or "cooked" such as mortadella and spam.

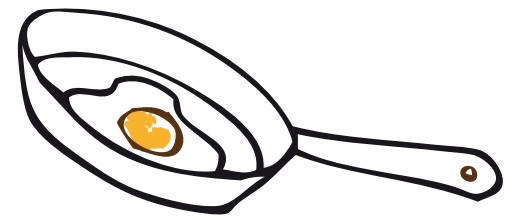
The nutritional properties in each variety of cold meats, depends mostly on the meat it has been made with. What is common to all, is that they should be eaten moderately and occasionally.





Should fried foods be avoided?

As well as having to carry out a varied diet, we should also vary cooking techniques (mainly applying those that introduce less fat). In the case of frying, this mustn't be abused, but we should also not be lead to believe that it is an entirely unhealthy method. When foods are fried their caloric value increases, but as it is a quick process, nutritional loss is minimal. Frying food well (appropriate temperature and amount of time) with olive or sunflower oil, isn't that aggressive. French fries, for example, retain more vitamin C than when they are baked.



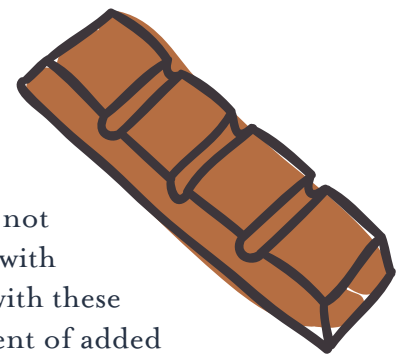
What nutritional credentials do nuts have, good or bad?



Chestnuts, almonds, walnuts, peanuts or pistachios give a great deal of energy, between 110 and 130 kcal per 20g portion (a handful), due to the high amount of fat they contain, but it is a "good" type of fat (polyunsaturated fatty acids), essential for our bodies and which produce beneficial effects for our health. They also provide vitamin E, B1, B2, folate and minerals such as potassium, magnesium and zinc.

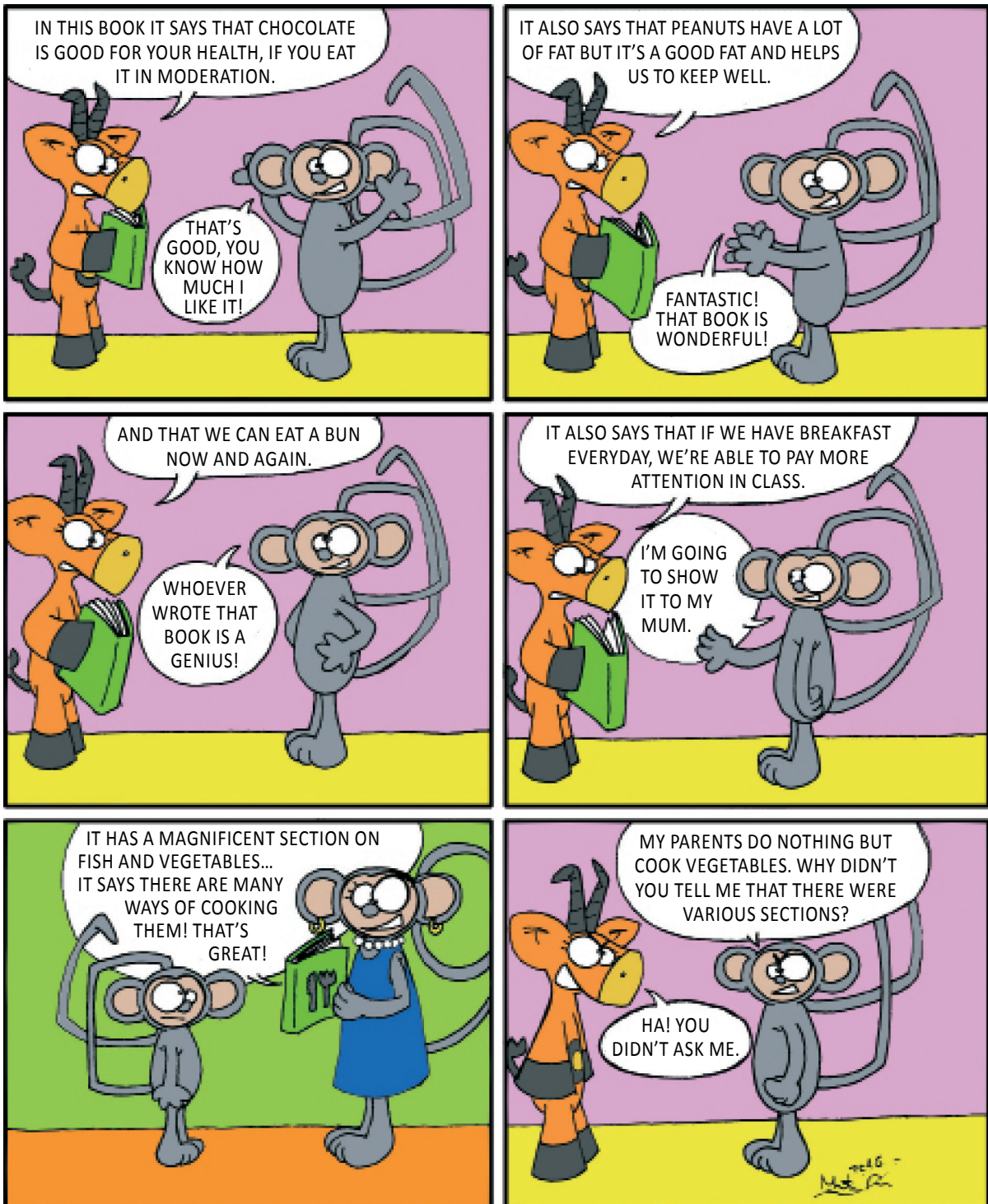
Is chocolate a harmful confection that we should exclude from our diet?

Chocolate is obtained by mixing sugar with two other products that come from the cocoa bean: solid matter (cocoa paste) and fatty matter (cocoa butter). From this basic combination, different types of chocolate are made, depending on the proportion of these two elements and whether they are mixed or not with other products such as, milk or fruit and nuts (white, milk, with milk and almonds...). If the chocolate is not pure and is mixed with these products, consumption should be moderate due to its high content of added fats and sugars.



LET'S READ A COMIC

ELLE'S BOOK



TELL ME AND WE CAN GUESS

Let's talk about the comic

What does Elle's book say about chocolate?

What does Elle's book say about peanuts?

What does Elle's book say about buns?

What does Elle's book say about breakfast?

Why is Tito's mum pleased?

Why didn't Elle tell Tito that the book had various sections?

Let's talk about you

Do you have a good breakfast everyday?

Do you eat a lot of nuts?

Do you eat a lot of chocolate?

Do you like fish?

Do you eat fruit and vegetables at home?

Which fruit or vegetable do you like best?

How many times a week do you eat eggs?

A riddle, guess what I am

Which food am I?

I'm small and rounded

And I can be beaten

I have to be broken

before I am eaten

Answer: An egg





1 DRAW, 1 COLOUR

DRAW TWO FOODS FROM THE CEREAL AND DERIVATIVES GROUP, TWO FROM THE FRUIT GROUP, TWO FROM THE VEGETABLE GROUP, TWO FROM THE FISH GROUP AND TWO FROM THE PULSE GROUP.

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

WE'RE GOOD LITTLE COOKS

ACTIVITY 1: GAME: I KNOW ABOUT FOODS

We would like to achieve...

That girls and boys in the class...

Increase the number of different foods they know about within the fish, fruit, pulse, vegetable and cereals and their derivatives groups.

Game dynamics

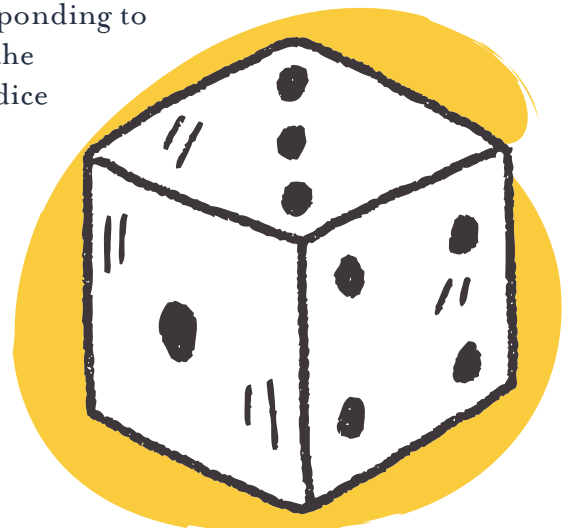
The activity *I draw, I colour* will be useful as a good introduction to the dynamics of this game.

The teacher will...

- Ask pupils to show others the drawings they have done in the previous activity, *I draw, I colour*.
- Then, divide the class into 5 groups representing the five food groups: (1) Fish, (2) Fruit, (3) Pulses, (4) Greens and Vegetables, and (5) Cereals and their derivatives.
- Ask each group, individually, for the members to dedicate 5 minutes to think about the different varieties they know of, in the food group they represent. For example, a list of varieties in the Fish group could be: hake, mackerel, salmon...
- Throw a dice, and a speaker from the group corresponding to the number thrown, must say a variety of food from the group they represent. Once they have answered, the dice will be thrown again, and so on.

The first group that cannot answer because they don't know of any more varieties or because their corresponding number has been thrown on the dice many times, are the losers.

In the case of a draw, alternating in turns, the groups will have to describe in detail, the variety that they mention.



Materials needed

A dice

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.

1. Prepare a strawberry milkshake

Needed:

- Milk
- Strawberries

Recipe:

1. Wash the strawberries well and remove any leaves.
2. Cut the strawberries into pieces, not too big and equal in size.
3. Put the strawberries into a mixing bowl and add the milk.
4. Blend for a few minutes until the mixture is smooth and creamy.

Material:

- A blender
- A mixing bowl
- Bowls
- Plastic knives for cutting the fruit
- Plastic cups
- Paper napkins



2. Drink the milkshake

3. Answer the following questions

Did you like preparing this recipe?

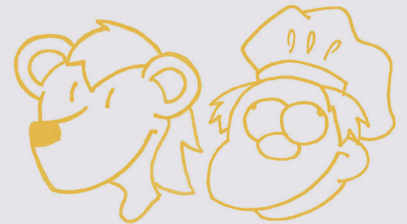
Do you like its flavour?

What flavour does the recipe you've just prepared have?: sweet, salty, bitter or sour?

What does it smell like?

Introducing it into your mouth, what texture does it have? (smooth, rough, lumpy...)?

LEARN WITH
NUTRICLUB AND MARTIN!



LEARN WITH
NUTRICLUB AND MARTIN!



Video projection:

Unit 4_v1_The temperature of food.wmv

Unidad 4_v2_Hot Cream of asparagus.mov

(This recipe will form part of the activity in the section, 'I try it at home... today').

(The teacher will find the videos on the USB 'Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education by the Ministry of Education, Culture and Sport').

I TRY IT AT HOME... TODAY



Worksheet for the pupil's tutors.

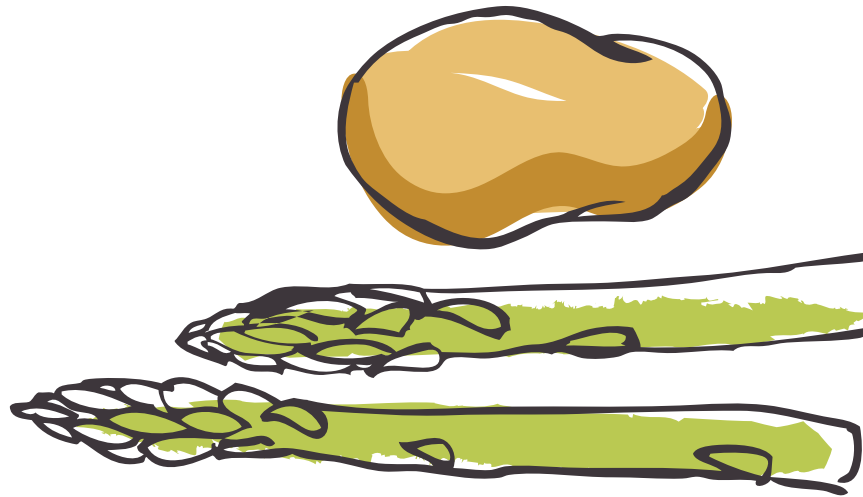
IMPORTANT: This activity mustn't be carried out if any of the pupils are allergic to the food they are going to handle.

Hot cream of asparagus

It is important that the child is present during the process of preparing the recipe.

Ingredients for 4 people

- 400 g of canned white asparagus
- 200 g of green asparagus
- 1 boiled potato
- Extra virgen Olive oil
- Chive
- Black pepper
- Salt



Recipe

1. Introduce into the blender, the white asparagus together with its brine, the potato, a pinch of salt, a pinch of pepper and add a little extra virgen olive oil.
2. Blend for 4-5 minutes until smooth and creamy.
3. Warm the cream on a slow heat (90 degrees centigrade)
4. Peel the green asparagus and cut into very thin strands.
5. Chop up the chive.
6. Serve the cream in a bowl, decorating it with; the green asparagus tip and strands and the chopped chive.

Questions

Do you like it?

What flavour does it have: sweet, salty, bitter or sour?.....

What colour is it?

What does it smell like?



The Transversal and Complementary Contents for the Food, Nutrition and Gastronomy Programmes for Infant and Primary School Education, by the Ministry of Education, Culture and Sport, reinforce the common objectives looking to be achieved in both educational stages.

As well as helping to acquire healthy eating habits through food and diet knowledge together with taste education, this new publication presents us with the direct relationship the school pupil has with his/her food and the practicing of physical exercise, an essential and necessary duo.

The four units integrated in this publication include transversal and complementary contents for the Infant School Education stage and the first cycle of Primary School Education, where the pupils will discover new ways of observing, tasting, smelling and experiencing foods, essential requisites for following a balanced diet.

The structure of these contents evolve from the same methodological pattern as the Food, Nutrition and Gastronomy Programme for Pre-School Education (PANGEI), although some changes can be found: stories have evolved to comics (a more visual resource, with more concise language); songs are transformed to riddles and Martin, that really friendly chef that appears on television and with whom the characters chat on the Internet, 'comes to life'. This time, the school pupils will see the chef preparing recipes that they will then prepare at home with help from the family.

Food and gastronomic education among the young ones serves as a basis for creating healthy individuals, with a good quality of life, promoting the acquisition of healthy life styles from infancy onwards.