

THE FAMILY MEAL

-What brings us together? -

1st Teaching period

Students must fill in a Questionnaire, asynchronously, before the beginning of the 1st teaching period
https://docs.google.com/forms/d/e/1FAIpQLScgDcZ7vraBvgNtRaIwoXUaJd46KGTp6BL22MzwhnrN6aSw5A/viewform?usp=sf_link

1st Activity:

Time: 15 minutes

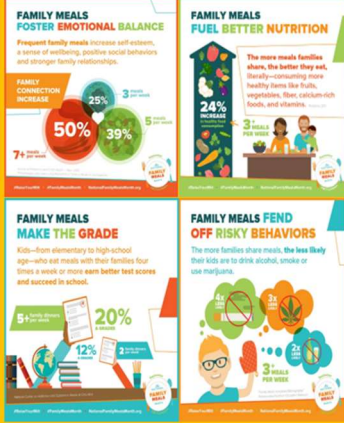
Type of activity: free discussion

Class organization: classwork and group work

Actions/Tasks: The teacher presents the results of the questionnaire that the students have filled in and introduces the topic: *THE FAMILY MEAL*. The terms **family meal** and **good habits** are mentioned as well as important ways that may contribute to our physical, mental and social well-being. The teacher presents the results of the research on some of the **benefits family meals** may have and after dividing the class in 4 groups, he/ she asks the students to fill in WORKSHEET I.

Worksheet I

1. Visit the website <https://www.fmi.org/family-meals/toolkits/infographics> and study the infographics.



FAMILY MEALS FOSTER EMOTIONAL BALANCE
Frequent family meals increase self-esteem, a sense of well-being, positive social behaviors and stronger family relationships.

FAMILY MEALS FUEL BETTER NUTRITION
The more meals families share, the better they eat, usually consuming more healthy items like fruits, vegetables, fiber, calcium-rich foods, and vitamins.

FAMILY MEALS MAKE THE GRADE
Kids—from elementary to high-school age—who eat meals with their families four times a week or more earn better test scores and succeed in school.

FAMILY MEALS FEND OFF RISKY BEHAVIORS
The more families share meals, the less likely their kids are to drink alcohol, smoke or use marijuana.

A. Can you think of any other benefits of family meals?

B. Design a poster to promote the benefits of family meals. You can either draw, insert pictures or use one of the following digital tools (<https://canva.com/br/>, <https://www.canva.com/br/> or <https://www.pencilby3.com/>).

In order to give the students useful information, the teacher can use the following website:
<https://www.nytimes.com/guides/well/make-most-of-family-table>

2nd Activity

Time: 10 minutes

Type of activity: creating a mind map

Class organisation: whole class

Actions/Tasks: The teacher shows a ppt projection and asks the students to answer the following questions:

Should all the family members gather around the table?

Should they all eat the same food?

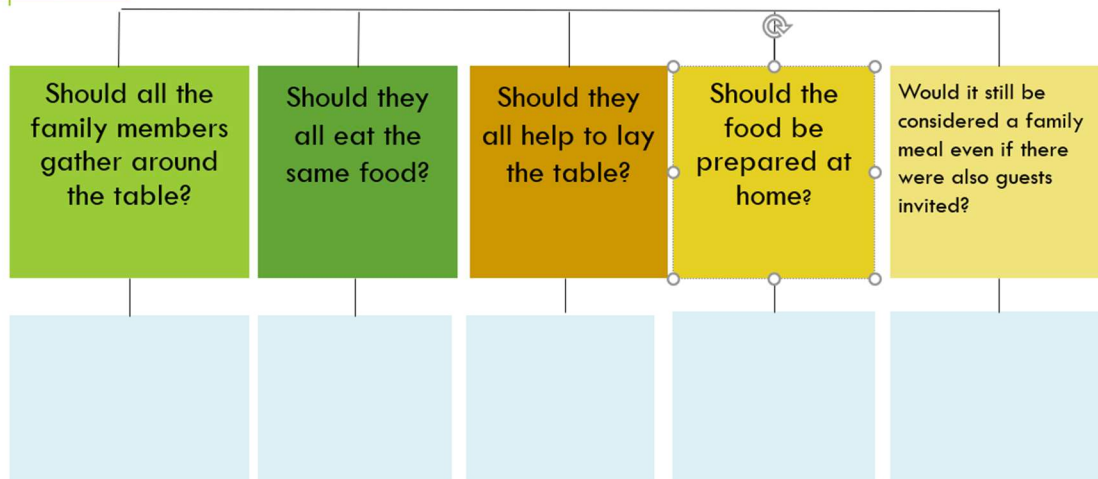
Should they all help to lay the table?

Should the food be prepared at home?

Would it still be considered a family meal even if there were also guests invited?



What can be considered a family meal?



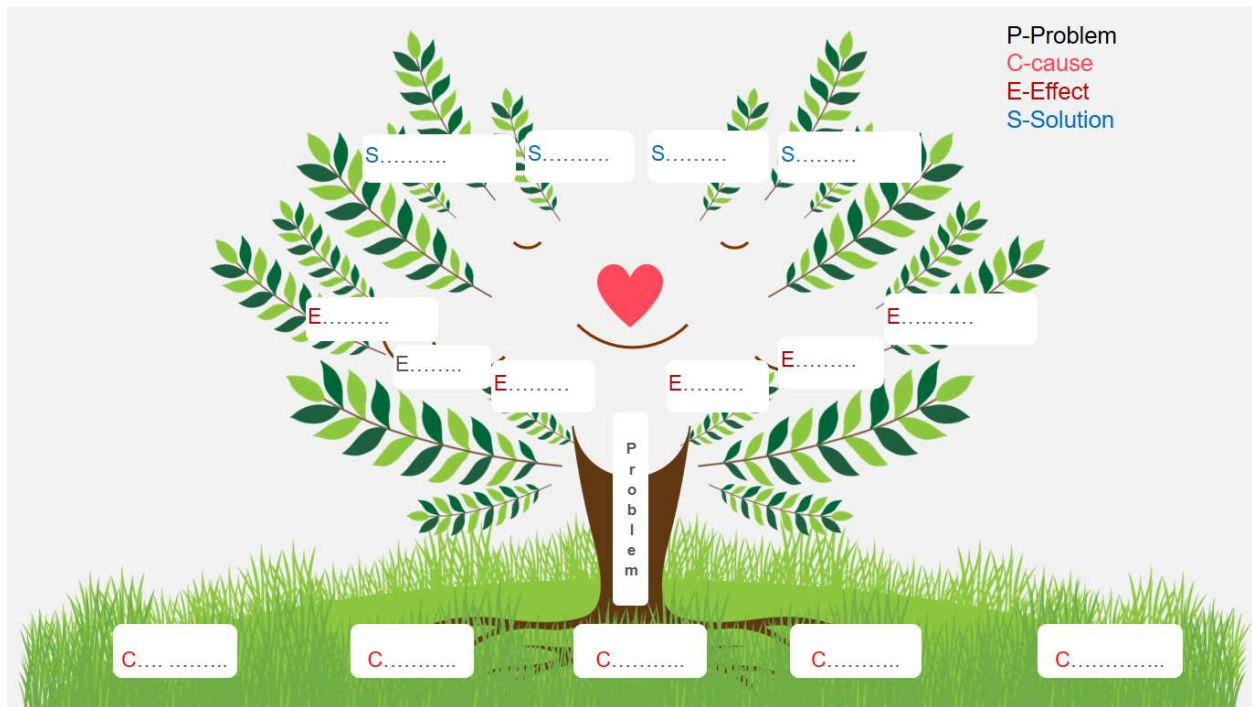
3rd Activity

Time: 25 minutes

Type of activity: problem tree

Class organisation: classwork, group work

Actions/Tasks: Using brainstorming techniques, the teacher and the students identify together a the most important **problem** related to family meals, based on the results of the questionnaire. The teacher writes it down on the board/ digital board. (e.g. Jamboard, Whiteboard fi). Then, the teacher divides the class in 4 groups. The students have 15 minutes to complete the **Problem tree** diagram (the cause of the problem, the effect of the problem and the solution of the problem). After that, they present the final outcome in front of the class/on a collaborative digital tool.



For further information regarding the use of the *Problem tree* method, the teacher may visit <http://www.mspguide.org/tool/problem-tree>

2nd Teaching period

Before the beginning of this teaching period, the teacher divided the class in 6 groups. The students in each group had to watch a video regarding some gastronomic habits and traditional dishes in 6 countries, as follows:

Group 1 : **Greek cuisine** <https://www.youtube.com/watch?v=Gn0PKwyBD5M>

Group 2 : **Italian cuisine** <https://www.youtube.com/watch?v=RPvxtu2pIpY>

Group 3: **French cuisine** <https://www.youtube.com/watch?v=LnYnQC2BAKc>

Group 4: **Spanish cuisine** <https://www.youtube.com/watch?v=bSSSi696KdU>

Group 5: **Romanian cuisine** <https://www.youtube.com/watch?v=JCWm3Oo2wiA>

Group 6: **Cypriot cuisine** <https://www.youtube.com/watch?v=-CBFmJklqVQ>

1st Activity

Time: 10 minutes

Type of activity: discussion

Class organization: whole class

Actions/Tasks: The teacher asks the students questions in order to introduce them to **gastronomic diversity**. The diversity of meals around the world reflects the infinite number of customs and tastes and it is part of our cultural heritage. Eating is such an ordinary daily event that it is taken for granted. But it is also a central part of social relationships and cultural rituals. Across cultures and time, food sharing is an almost universal medium for expressing fellowship; it embodies values of hospitality, duty, gratitude, sacrifice and compassion. The shared meal is an opportunity not only to eat, but also to talk, to create and strengthen bonds of attachment and friendship, to teach and learn. Not surprisingly, the family meal is often celebrated as a supremely important component of family life.

Suggested questions:

Are meals a significant part of our cultural heritage? Why?

Are meals influenced by the place where we live? Can you give some examples?

Do you prefer eating traditional food when travelling abroad?

Are family meals a routine or an exception?

After watching a video presenting traditional food from a certain country, would you like to try it?

2nd Activity:

Time: 10 minutes

Type of activity: identifying dishes

Class organization: individual work

Actions/Tasks: The teacher asks the students to fill in Worksheet II or click on this link https://kahoot.it/challenge/09998642?challenge-id=14dce560-d927-4ff4-8d81-a36b7192244e_1609255042785 and do the quiz online.

Food across the world



A private kahoot

Questions (10)

1 - Quiz

Which country does spaghetti belong to?



30 sec



Italy



The U.K



Spain



3rd Activity

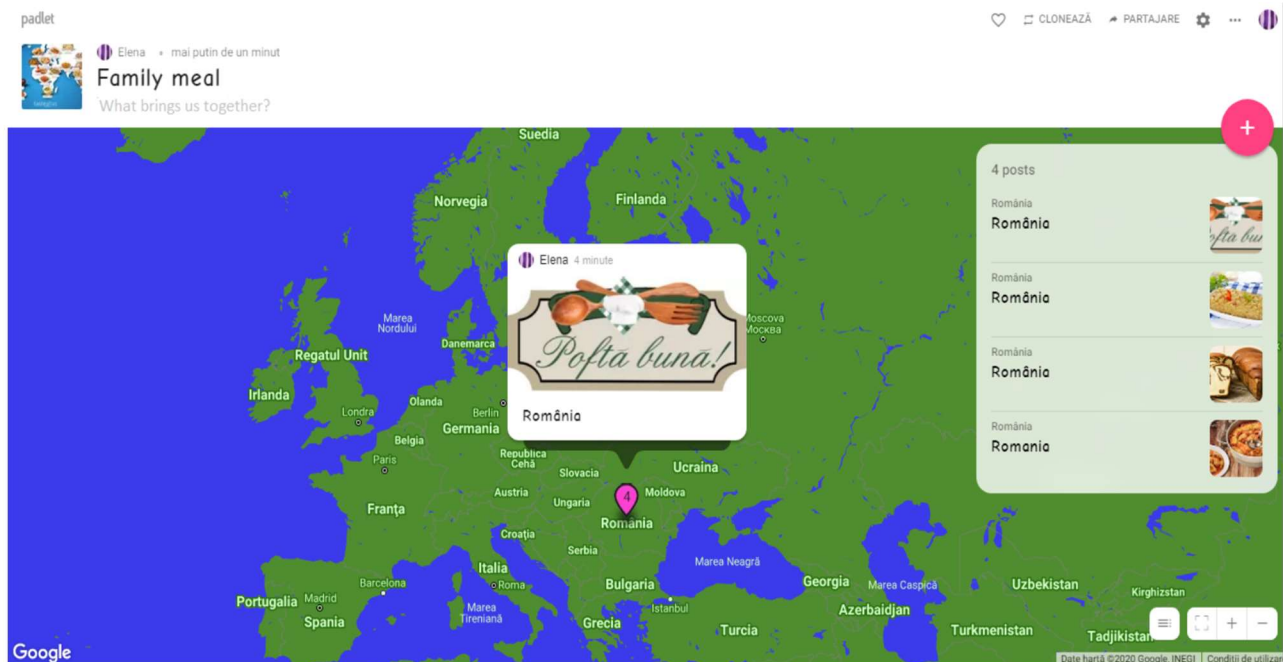
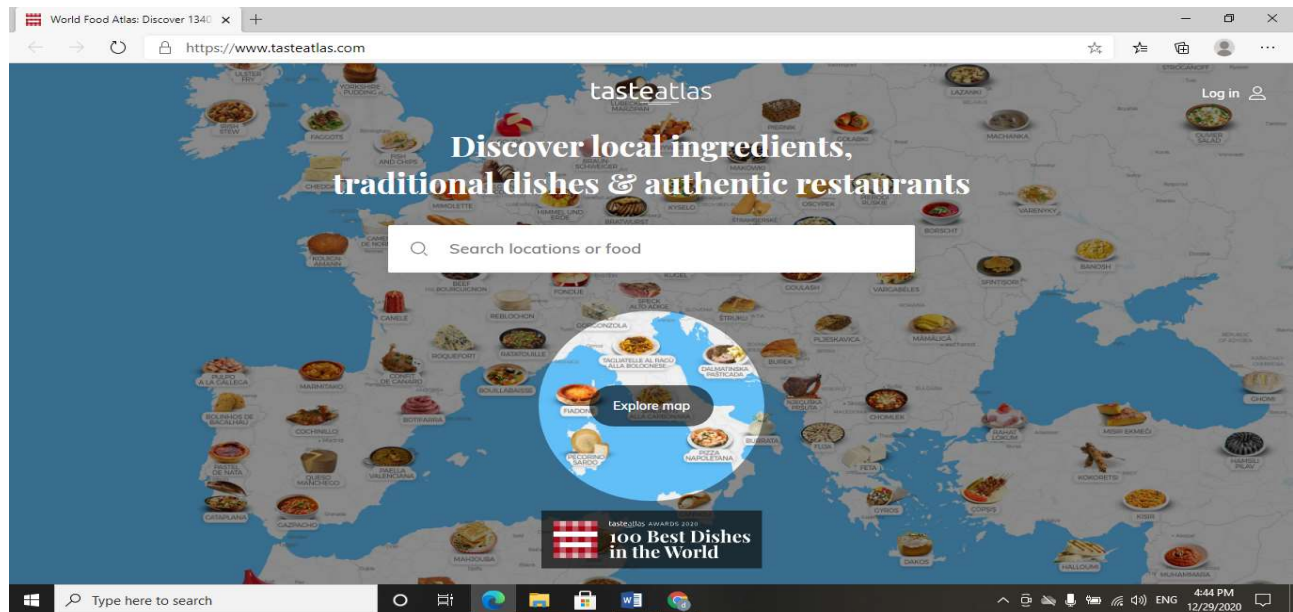
Time: 30 minutes

Type of activity: gastronomic contextualization, creating a digital gastronomic map for 6 countries on a digital tool

Class organization: group work

Actions/Tasks: The teacher divides the class in six groups, each group being assigned to a country (Romania, Italy, Cyprus, Greece, France and Spain). Then, the teacher asks the students in each group to visit a digital culinary atlas on the following website <https://www.tasteatlas.com/> in order to find out **three specific dishes** for each country. Then, each group must create a **digital culinary map for the assigned country**, as follows: 1. localization of the country in Europe (the students

can highlight the assigned country on a European blank map) 2. three dishes (starter, main course, dessert) inserting a short text, photos and/or video, 3. “Good appetite” in the language of the assigned country. The groups can use a collaborative tool, e.g. **Padlet** <https://ro.padlet.com/>, in order to work and post their final outcome. If necessary, the students can finish creating the digital map as homework assignment (working together in the same group, on the digital tool).



3rd Teaching period

1st Activity

Time: 10 minutes

Type of activity: video presentation

Class organization: whole class

Actions/Tasks: The students in each group present the final outcome of the activity assigned as homework: *A culinary map for a country*

2nd Activity

Time: 30 minutes

Type of activity: tips for planning a family meal

Class organization: classwork


Actions/Tasks: The teacher shows a PowerPoint presentation: *Tips for planning a family meal*.

The teacher presents three tips and asks the students to complete the ppt slide with two more tips.






The following websites can help them:

<https://jessicalevinson.com/meal-planning-for-busy-families/>

<https://www.thekitchn.com/10-tips-for-better-weekly-meal-planning-reader-intelligence-report-177252>



Tips for planning a family meal

				
Look for recipes Browse blogs and websites for recipes that look delicious.	Plan theme nights Monday is pasta, Tuesday is fish.....	Make a shopping list	?	?

GOOD LUCK!

1

3rd Activity

Time: 20 minutes

Type of activity: planning a family dinner – *What's for dinner?*

Class organization: individual work

Actions/Tasks: The teacher asks the students to plan a **family dinner**. They fill in WORKSHEET III (they choose the day for the family dinner, their favourite dish, the recipe, the ingredients and also make the shopping list).

WORKSHEET III
What's for dinner?

1. Choose the day for the family dinner:

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday

2. Decide upon a dish for your family dinner:

3. Search for a recipe on a culinary website and write it down:

My favourite dish:

Ingredients:

Method:

Tip:

4. Make a shopping list with all the ingredients you need.

Shopping list:

Enjoy your meal!

Suggestions for follow-up activities:

Vocabulary practice:

Students practise vocabulary (dish/ food/ meal) through games on Kahoot.

<https://create.kahoot.it/details/2d66ce4f-16f1-4bc0-a081-3d1aa21d95dd>

<https://create.kahoot.it/details/267d4c27-222b-4a79-92d9-c9062ae30481>

Follow-up activities

A video about food groups is provided for students in online class in order to be able to choose healthy products. [The 5 Fabulous Food Groups - YouTube](#). Then, they do a quiz online

<https://create.kahoot.it/details/77c424a8-beb4-4bc1-a3f5-5bf0a4ccff8d>

Project 1

The students come up with a recipe for a family dinner and post it on a digital collaborative tool.

Project 2

Divided in groups of three, the students make a leaflet on 10 good habits one should have while eating dinner.

Project 3

The students are asked to write an essay on how the pandemic has influenced their family meals.