



## EDUCATIONAL MODULE

# I ♥ FOOD



### In a nutshell

I Love Food! is a short course for primary school students which proposes learning through gamification about healthy food, food production and food origins. Eight activities blending knowledge and different experiences allow educators to explore these topics both in classrooms and informal educations contexts.

### Food 2030 focus



#### What for?

To train or educate people on food system transformation

#### For whom?

Facilitators, Educators, Non-Governmental Organisations / Civil Society Organisations

#### How long?

# 4-5 sessions, 40-60 minutes each

#### Created by

Petrova, L. for the Centre for Research and Analysis (CRA), Sofia, Bulgaria. Exercises adapted in version 2 by Szakal, D. for ESSRG, Budapest, Hungary.

### Something to share?

Leave us a comment about this tool on the [FIT4FOOD2030 Knowledge Hub](#).  
You can also contact Martina Arabadzhieva - [m.srebkova@gmail.com](mailto:m.srebkova@gmail.com)

This tool was developed as part of the FIT4FOOD2030 project; find this tool and many more on the [FIT4FOOD2030 Knowledge Hub](#).

Date of creation: December, 2020

Petrova, L., Szakal, D. (2020) I love food, FIT4FOOD 2030 project tool.



## What will you gain from this?

If you would like to implement a short course related to food production and nutrition aimed at primary school students, the *I love food* module is for you. It is adaptable – it may be organized outdoors or in the classroom – and game-based.

After participants complete this module, they will be able to understand:

- which foods are good for their health,
- how some foods are prepared,
- which foods should be avoided or consumed rarely,
- the importance of fruits and vegetables, and
- eating habits for a healthy diet.



## I ♥ FOOD

Improving education related to the food system, especially taking a systemic approach, is a necessity for most schools. This was the idea behind the 'I Love Food' module – to help young students realize the importance of food and help them make healthier choices.

The module aims to engage children into play and different activities to help them learn. You can use this guide as a starting point or source of inspiration for additional activities, and implement it fully or in part.

Another advantage of the module is its flexibility: you can implement it in the classroom or outdoors and adjust the number of sessions to your purpose. Each exercise is available in two versions: version 1 is intended for a more formal implementation context, which version 2 is adapted (based on the implementation of this module by FIT4FOOD2030 project partner ESSRG in the context of an open-air museum) for an informal space where participants can move around freely.

Another option could be to invite senior students to take part as facilitators of the module. In this way, you can engage two different groups of students in the learning process, providing mentorship and opportunities to practice different skills for older, high-school students.

The module was created by secondary school teachers together with school director, parents and end users and a check for scientific accuracy was done by a biology teacher.



*Third graders after completing their first task. Photo from an implementation activity in Sofia, Bulgaria.*

## Thematic area

nutrition, food production

## Target audience

primary school children

## Age of participants

9 years old

## Number of participants

10-15, the group could be bigger if there are more than one facilitator to support the activity.

## Number of facilitators

1-3

## Prior knowledge required for participation

There are no specific prerequisites students should have.

## GETTING PREPARED

### Set the scene

As mentioned previously, the session could take place in different setting. Prepare the necessary materials once you have decided.



#### TIPS & TRICKS

If you choose to work outside, you might prefer to use additional pins, bigger cardboards and anything which will make sure all items stay in place.

The duration of the separate steps indicated in this document is approximate and recommended; it might be useful to take in consideration the specifics of your environment and adjust this. For example, activities outdoors tend to take a bit more time compared to the one inside a classroom.



*The life cycle of growing vegetables. Photo from an implementation activity in Budapest, Hungary*

## Materials

The materials necessary are indicated in the preparation column of each session, be sure to consult them there.

# FLOW

SESSION 1: APC of Food / Where do our foods come from?

SESSION 2: Traffic Lights of Food / How to navigate in the world of food?

SESSION 3: Food and Health. Fruits (part 1)

SESSION 4: Fruit and Health. Fruits (part 2) / The Nature Wisperer

## FACILITATOR TIPS

This tool needs to be carried out together with the participants. During multi-stakeholder dialogues you as a facilitator (or moderator) have an important role to play to ensure the active participation of all the participants in the given time frame while also reaching the session goals.

As a facilitator you need several skills and competences, such as verbal and non-verbal skills, negotiating skills, flexibility, and leadership. You will need to create an environment in which all participants feel secure, are able to speak up and give their perspective on issues being discussed. This means that you may have to stimulate some participants to speak more often, while you may have to prevent other participants to speak too often or too long. It also means that you will need to avoid discussions on issues that are not directly relevant.

A brief guide with facilitation tips are provided in this address:  
<https://knowledgehub.fit4food2030.eu/facilitatorstips>





# SESSION 1

## Version 1: APC OF FOOD

Duration	Exercise/Game	Description	Preparation
6 minutes	Introduction of the topic and idea session by the facilitators	<p>Present yourself as well as the idea of the session ‘APC of food’.</p> <p>- “A” – <i>Do you like to eat? What are your favourite foods?</i></p>	
7 minutes	Discussion about proteins	<p>- <i>What do you think “P” stands for in our “APC of Food” game?</i></p> <p>If no answer is forthcoming, give students the answer with a relevant explanation.</p> <p><i>“P” is the initial letter of one of the three types of nutrient substances – proteins. Do you know what proteins are and why they are so useful for us?</i></p> <p>If no answer is forthcoming, give students the answer with a relevant explanation.</p> <p><i>Can you give me some examples of foods rich in proteins?</i></p>	
7 minutes	Discussion about dairy products	<p>Once students mention “milk”, start discussing about dairy products. Comment on different types of dairy products and ask students where milk comes from. such products and ask where the milk comes from.</p> <p>If no answer is forthcoming, give students the answer with a relevant explanation.</p> <p>They wait for their answer and if the children don’t give any, facilitators show them the picture with the origin of milk, followed by an explanation.</p>	
3 minutes	Introduction to the game ‘Clover of Health’	<p>Facilitators divide the group into teams and explain the rules of the game and provide them with pictures.</p> <p><i>Your team will receive several pictures and a clover board. Choose from them the ones related to milk and arrange in a “clover of health. In its center, place the “source” of milk and dairy products. You have 5 minutes for the task.</i></p>	Prepare pictures of different foods and a cardboard shaped like a clover for each group.
5 minutes	Playing the game	Facilitators take their places next to the children, observing the decisions they make and asking prompting questions to help them see more connections.	

		After the time is up, each team presents their collage and explains the arrangement.	
	Discussion about carbohydrates	<p>- <i>The time has come for the next letter of our game – “C”. What do you think “C” stands for in our “APC of food” game?</i></p> <p>- <i>“C” like carbohydrates. Do you know what carbohydrates are?</i></p> <p>If no answer is forthcoming, give students the answer with a relevant explanation.</p> <p><i>Carbohydrates are the basic sources of energy for our bodies. Can you tell what do we need energy for?</i></p> <p><i>And do you know which foods are rich in carbohydrates?</i></p> <p>Once cereals are mentioned, proceed to share information about their role in our diets.</p>	
<b>3 minutes</b>	Introduction to the second game: ‘The Wheat Road’	<p>Facilitators give out a large cardboard with a road drawn on it to each team alongside a set of pictures presenting wheat plants, grains, different wheat products.</p> <p><i>What is the journey from the wheat plants to the food products we know?</i></p>	Prepare suitable pictures and cardboards with road drawn on.
<b>5 minutes</b>	Second game	<p>Facilitators take their places next to the children and help them, observing the decisions they make and asking prompting questions to help them see more connections.</p> <p>After the end of the game, if the items are not arranged in the right order, facilitators can explain what the order should be.</p>	
<b>4 minutes</b>	Closure and awarding the teams	Closing the session, facilitators ask the children whether they had fun. If preferred, medals or fruits could be given as awards to different teams.	Optional: medals or fruits to serve as an award.

## Version 2: Where do our foods come from?

DURING THE WORKSHOP, TOGETHER WITH THE CHILDREN WE GATHER ALL THEIR FAVOURITE FOODS. THEN, WE MAP ALL THE POSSIBLE STAKEHOLDERS IN THE VALUE CHAIN – WHERE FOOD IS GROWN, CAN BE BOUGHT AND HOW IT GETS TO THE TABLE.

The focus of the game:

- Developing system thinking skills
- Connecting food items to agriculture and animal breeding
- Following the path of common food items in the value chain, getting to know the main stakeholders related to them
- Learning the importance of consuming local food

Duration	Exercise/Game	Description	Preparation
<b>6 minutes</b> <i>(Optional)</i>	Introduction, name games	Name + motion, we repeat every name and motion together	
<b>10 minutes</b>	Introduction	<p><i>What is your favorite food?</i></p> <p><i>[e.g.: pizza, pasta, semolina pudding, pancakes, French fries, etc.]</i></p> <p><i>What do you need to prepare these meals?</i></p>	We prepare colored pens and photographs on all the three tables. We need three large-scale drawings depicting a simplified value chain of <i>flour, cheese, and tomatoes</i> leaving out blank space for the corresponding pictures. See Appendix A for a set of pictures for the supply chain game.
		<p><i>Do you know where these foods come from, how they are made? Where do you usually shop with your family?</i></p> <p><i>During today's game, we are going to explore how some ingredients of a pizza – flour, cheese, and tomato – get to our table.</i></p> <p>Among the three food items, children can decide which one's path in the value chain they want to track. (Important: children need to be distributed equally in groups)</p>	
<b>10 minutes</b>	Creating value chains in small groups	<p>The task is to identify images and place them to the corresponding parts on the drawings and to match them with their own drawings. Eventually, they need to draw themselves on the picture.</p> <p>Here you can ask them where they see themselves in the process. (e.g.: <i>We had interesting discussions about how someone's grandmother grows tomatoes in the garden, how they can help in collecting</i></p>	

Duration	Exercise/Game	Description	Preparation
		<i>them or in the process of cooking).</i>	
<b>15 - 20 minutes</b>	Tales on the path of different foods	<p>The whole group gathers, and children show their drawings on the possible value chain. They describe the path of the food and what do they think is happening in the different stages. We ask them to tell a tale, each member alternating one sentence – from the perspective of that food.</p> <p>Possible opening phrases to help:</p> <p><i>E.g. ‘the tale of the flour’: It was dark when I was born. I felt pleasantly safe in the warmth of the earth...</i></p> <p>If necessary, we help the story-telling process with questions. E.g. We stop at every stage and ask them what is happening there, who is involved in that process.</p> <p><i>Why is it good to buy food directly from the farmers on the market?</i></p>	
<b>10 minutes</b>	Closure	All children stand in a circle with their special object. They pass it around and when the object is in their hand, they tell the group what the most interesting lesson was for it during the game.	A special object such as a stuffed animal



## SESSION 2

### Version 1: Traffic light of foods

Duration	Exercise/Game	Description	Preparation
6 minutes	Introduction of the topic and idea session by the facilitators	Facilitators present themselves as well as the idea of the session.	<p>Facilitators prepare the materials – cardboard traffic lights with sticks attached to them.</p> <p>Cut out pictures of different types of foods, see Appendix B for a set of red, orange/yellow, and green images.</p> <ol style="list-style-type: none"> <li>1. Packaged – chips, snacks, lollipops, sweets</li> <li>2. Meat and meat products</li> <li>3. Fruits, vegetables, bread, rice, potatoes, milk and dairy products</li> </ol>
5 minutes (optional)	Revisiting what is learned in the previous session.	At the beginning facilitators start a discussion for reassertion of the notions learned during the previous session (session 1, version 1). Students can use the clover or road collages prepared previously to share what they remember. They focus again on the importance of proteins and carbohydrates as a part of good nutrition.	
5 minutes	Introducing the topic of healthy and not so healthy foods	<p>Facilitators ask questions so that they can find out whether the children have the knowledge and skills to differentiate between healthy and unhealthy foods and other eating habits:</p> <p><i>Do you know which foods you should eat every day?</i></p> <p><i>Do you like to eat various meals?</i></p> <p><i>What do you have for breakfast, lunch, supper most frequently?</i></p> <p><i>Do you compose a daily or weekly menu at home?</i></p>	
3 minutes	Presenting the idea of a traffic light	<p>Facilitators proceed with the topic of city traffic and what traffic colors mean.</p> <p><i>What does a traffic police officer do? Have you ever watch them do their work in the city?</i></p> <p><i>When there is no traffic police officer, how do you cross the street?</i></p> <p><i>What do you do when you see a green/orange/red traffic light?</i></p> <p><i>We will be ourselves traffic police officers today. Guess what we will show green, orange or red traffic lights to?</i></p> <p><i>There will be two teams.</i></p>	
3 minutes	Introduction of the game	Facilitators give out the prepared traffic lights and pictures to the teams, ask them to view the pictures carefully and to try and guess the principle of sorting food into these categories. After hearing the suggestions of each team before starting the sticking activity, they give directions.	

Duration	Exercise/Game	Description	Preparation
		<p>Green light: <i>attach the pictures of foods that you should eat every day – fruits, vegetables, carbohydrates (such as bread, rice, pulses, legumes / milk and dairy products).</i> We explain that these are the foods that give us the necessary daily energy and material for building our bodies. We recall the items from the previous game.</p> <p>Yellow light: <i>attach the pictures of foods that you should eat several times a week, but not every day – meat, eggs, fish.</i> We explain that these foods are more difficult to digest and our bodies assimilate them more slowly and when taken in greater quantities, they create a sensation of heaviness in the stomach. We shouldn't eat too much of them.</p> <p>Red light: <i>attach the foods that we must eat rarely – packaged foods, candy, sweets, cakes.</i> We explain that these products don't give our bodies any useful substances, and the great quantity of sugar in them gives us a fast energy "bomb", which is manifested in restlessness, jumpiness and overexcitement. The unwanted carbohydrates are transformed into fats that our body stores up and our weight goes up without us noticing it.</p>	
10 minutes	Playing the game	Facilitators take their places next to the children and help them, observing the decisions they make and asking prompting questions to help them see more connections.	
6 minutes	Presentation of each traffic light	Children explain why they put certain foods under different colors of traffic light.	
4 minutes	Closure and awarding the teams	Closing the session, facilitators ask the children whether they had fun. If preferred medals or fruits could be given as awards to different teams.	Optional: medals or fruits to serve as an award.

## Version 2: How to navigate in the world of foods?

WHICH FOODS ARE HEALTHY? WHICH FOODS SHOULD YOU EAT EVERYDAY? WHAT FOODS SHOULD WE AVOID BECAUSE THEY ARE BAD FOR OUR HEALTH?

This game is like a board game. Indoors or outdoors, we prepare a route and children need to walk along this path during the game.

The focus of the game:

- The relationship between food and health
- How often should we eat certain foods

Duration	Exercise/Game	Description	Preparation
<b>6 minutes (optional)</b>	Introduction, name game	Name + motion, we repeat every name and motion together	
<b>5 minutes</b>	Introduction	<p><i>I invite you to an exciting board game today.</i></p> <p><i>Who can tell what is in my hand?</i></p> <p><i>What does each color of the traffic light stand for?</i></p> <p>We hand out each envelope and everyone writes their name on it/draws their marks.</p>	Traffic lights. Each child gets one red, yellow, green and white envelope. For easy handling, we can punch holes in the envelopes and connect them with a string that children can wear as a "necklace".
<b>10 minutes</b>	Preparation and exposition of the rules	<p>Each child chooses cards – as many as police officers are in the game. They choose based on what foods they usually eat / have eaten in the last two days. They put these to their white envelope.</p> <p>Children are divided into two groups. First, they choose who wants to be a police officer or a pedestrian. The players stand up to the starting point. Police officers stand at a traffic light. (Their cards are set aside for now in their white envelope.)</p> <p>Players move forward on the field based on how often it is worth consuming the different foods to maintain a healthy, balanced diet.</p> <p>Green light: Foods that are inevitable on a daily basis. Yellow: Few times a week Red: Recommended to avoid.</p> <p>In each round, children choose one picture among the ones they have. They decide which category it belongs to and then discuss it with the police officer. Finally they place the card in the corresponding envelope in the neck of</p>	<p>A pack of cards is laid out on a table depicting different foods (e.g. fruits, vegetables, chips, hamburgers, meats, dairy products, sugary soft drinks, etc.). (Please see Appendix B: "Red", "Yellow", "Green")</p> <p>Game rules are indicated on a paper: Green: one step forward Yellow: stays in place, waiting Red: one step back</p> <p>An alarm gong to indicate steps.</p>

Duration	Exercise/Game	Description	Preparation
		<p>the traffic cop.</p> <p>After that, depending on whether that particular food received a red, yellow, or green light, players move forward, stay in place, or move backward.</p> <p>You can change the rules (e.g. what to do in case of red, yellow, green) according to the needs of the children. If you feel they need to move more, you can give them additional exercises, involving running, jumping, crawling, making squats, etc.)</p> <p>The game ends when one player has completed all the stages of the game (all traffic lights) or when we run out of cards.</p>	
5 minutes	Rehearsal	We rehearse the game once or twice to make the rules clear to everyone.	
20 minutes	Game	As soon as the game ends, we change the roles: those who were pedestrians become police officers and pedestrians start the game over.	
10 minutes	Self-reflection	Everyone takes their envelopes and looks at how many pictures have been put in the right place based on the illustration.	Huge paper where foods are arranged accordingly to the colours of the traffic light.
10 minutes	Closure	<p>We stand/sit in a circle with our special object. We pass it around and everybody briefly tells us if there is a food, he/she wants to eat more often or less often. If children are open, here we can have a longer discussion. <i>(During our implementation, it was particularly successful. We could discuss various foods both from a human health and an environmental health perspective. It is good to leave space for their questions, as well as disagreement! In addition, it is important to emphasize to them that how we prepare, where we buy certain foods, etc. can change which category they belong to! E.g. home-made ice-cream made out of fruits and yoghurt vs. what they can buy in the supermarket.)</i></p>	A special object such as a stuffed animal

## SESSION 3: FOOD & HEALTH. FRUITS

### Version 1: Food and Health. Fruits (part 1)

Duration	Exercise/Game	Description	Preparation
6 minutes	Introduction of the topic and idea session by the facilitators	Facilitators present themselves as well as the idea of the session.	
5 minutes (optional)	Revisiting what is learned in the previous session.	At the beginning facilitators start a discussion for reassertion of the learned notions from the previous time, students can use the traffic lights from previous session to explain what they have learned.	
7 minutes	Presenting different stages of a growing plant	<p><i>Where do plants come from?</i></p> <p>Facilitators show the life cycle of a plant - how a living thing grows and changes. They connect it with the source of fruits and vegetables.</p>	Different stages of growing a plant might be shown with pictures or short video.
5 minutes	Discussion where people find fruits and vegetables	<p>Facilitators discuss with the students different places to buy or pick fruits and vegetables.</p> <p><i>Where do you get your fruits and vegetables? Does your family buy them at the grocery store?"</i></p> <p>Facilitators emphasise there are a lot of places to get fruits and vegetables from. <i>We can buy them at the grocery store, at a fruit or vegetable stand, at a farmers' market, or we can pick them from a garden. Has anybody ever gone to a farmers' market?</i></p>	
7 minutes	Guidance on healthy nutrition	Facilitators explain several main principles of healthy nutrition.	Facilitators are encouraged to use the ones determined by the school, their community or the national authorities working on this subject.
5 minutes	Quiz	Facilitators organize a multiple question quiz devoted to fruits.	Facilitators may use pictures of the fruits which are possible answers and ask the students to choose from among them.
5 minutes	Closure	Closing the session, facilitators discuss what children liked the most and what new or surprising aspects they learned about.	

## Version 2: Food and Health. Fruits.

ON THIS OCCASSION, WE ARE USING OUR SENSES – TASTE, SIGHT, SMELL AND TOUCH – TO FAMILIARIZE CHILDREN WITH A WIDE VARIETY OF FRUITS.

We connect with the world through our senses. In our daily activities, we are usually not aware how important sensory organs are in the way we relate to the world around us. In terms of eating, this is extremely true. A fruit's or a vegetable's shape or colour, for example, greatly influences our choice – whether to eat them or not. During the session, beyond the awareness of these sensory organs, children are able to get familiar with fruits in an unusual manner. Consequently, their willingness to experiment with foods that were previously unknown to them or rejected by them can also increase.

Main aims of the game:

- Make children aware of their sensory organs and related stimuli
- The expansion of sensory perception related vocabulary
- Practice of consciousness and mindfulness
- Getting a deeper understanding of different seasonal fruits

Everyone must wash their hands before they start the game. Information is provided on possible food allergies. Three tables are prepared.

Duration	Exercise/Game	Description	Preparation
6 minutes (optional)	Introduction, name game	Name + motion, we repeat every name and motion together	
6 minutes	Preparation, Sensory organs	<p>We stand in a circle.</p> <p><i>Today we are making an exciting experiment to see if the fruits speak to us through our senses. Fruits do not speak to us in words, to understand what they say we have to use our different senses.</i></p> <p><i>Who knows what senses are? What kind of senses do we have?</i></p> <ul style="list-style-type: none"> <li>- Show it on themselves</li> <li>- <i>What do we do with them?</i></li> <li>- <i>Who wants to draw the nose, etc.? - whoever volunteers will come out to draw, if no one, we draw</i></li> </ul>	Stuffed animal/lucky object to pass around the circle (it helps a lot to keep the focus on the person who is speaking)
5 minutes	Connecting food and senses (expansion of vocabulary is needed)	<p><i>Who loves fruits?</i></p> <p><i>What is your favorite fruit?</i></p> <p><i>Why do you like it?</i></p> <p><i>Who does not like it, why not?</i></p> <p>Connect what they say with the senses they know (e.g. "because it is red, sweet, sour" etc.).</p>	



Duration	Exercise/Game	Description	Preparation
10 minutes	Feel	<p>[Challenge: at the end of the game, anyone who wants to can taste the fruits, but tasting is not allowed until then]</p> <p>Formation of 3 smaller teams (2 - 4 children at one table)</p> <p>Task: Try to guess what kind of fruits are in the boxes only by touching them.</p> <p>All three teams tell us what fruits they think are in the boxes.</p> <p><i>How do you know these fruits were in the box?</i> (e.g. silky, rough, crunchy, soft, hard, hairy, what shape, form, size, etc.)</p> <p>There is a great opportunity to discuss here the topics of seasonal and local foods.</p>	<p>Three boxes are prepared. Each is covered with a thick material/shawl so that children cannot see what is inside. We put fruits in each of the boxes and leave a hole on the box so that they can touch fruits through the opening without seeing them.</p> <p>Chart of seasonal and local foods – see an example in Appendix C.</p>
5 minutes	Hearing	<p>Everyone chooses a fruit from the boxes.</p> <p><i>If we want to hear what the fruits are whispering, we must be very quiet.</i></p> <p><i>Let us try it together to see if we can hear anything.</i></p> <p>We ask the children to put the chosen fruit next to their ears and pull their finger along its surface.</p> <p><i>What did the “hairy” peaches say? And nectarines? The strawberry?</i></p>	
20 minutes	Smell, taste	<p><i>Our tongue and nose help us feel the flavors of the food. - Therefore, it is possible that when we have a cold, we feel the tastes less.</i></p> <p>The children are arranged in pairs. Each pair gets an eyepatch and two covered bowls with the fruit in it. We let them know in advance that fruits are different in the bowls, so if someone shouts that they have found an apple, it is not certain that someone else has it.</p> <p>One member of the pair puts the eyepatch on. The other partner with no eyepatch helps the other to feel safe while eyes are closed. Then they change and repeat the game.</p> <p>First, we ask them to smell the fruits one-by-one and try to guess based on just the smell what fruit their partner is holding in front of them. Then, if they feel like it, they can taste it.</p>	<p>Eye patches, many varieties of washed fruit, covered bowls</p>

Duration	Exercise/Game	Description	Preparation
		<p>This is an unusual situation, as we are not used to recognizing food without our eyes and touch, relying only on our sense of taste.</p> <p>In the meantime, with questions and instructions, we encourage them to tell their partner exactly what scents and flavours they feel, what the texture of the fruit is like.</p> <p>Regarding the COVID-19 situation, the game can be transformed so that everyone eats only the fruit they have touched.</p>	
<b>10 minutes</b>	Closure	We stand in a circle with our special object or stuffed animal. We pass the object around and everybody briefly tells us what the most interesting discovery in the game for him/her was.	Special object. You can choose any object that you like, stuffed animals work well with this age group.

## SESSION 4

### Version 1: Food and Health. Fruits (part 2)

Duration	Exercise/Game	Description	Preparation
6 minutes	Introduction of the topic and idea session by the facilitators	Facilitators present themselves as well as the idea of the session.	
5 minutes (optional)	Revisiting what is learned in the previous session.	At the beginning facilitators start a discussion to reassert the notions learned during the previous session.	
5 minutes	Introducing short dramatization	The children are given the text of the dramatization "The speaking fruits". The roles are distributed among the students so that all of them are included; the part of the presenter may be divided between more children, or the groups of the different fruits may also include more students.	See Appendix D. Facilitators should prepare print outs of the play, coloring lines for the different roles or in each copy highlighting only the text for a particular role. The text could be given to the children in advance. Also pictures for the individual fruits should be handed or if the group wants, all could prepare costumes in advance.
5 minutes	Preparing for the dramatization.	Facilitators help students find their place, confirm the order of appearance and the part for everyone, if need rearrange the space.	
10 minutes	Dramatization	Facilitators help the children to gather together and everyone could say their line and give the floor to the next student.	If the group has the opportunity children with the help of facilitators could rehearse the miniplay and perform it before schoolmates, other teachers, parents.
10 minutes	Closure	Congratulating the students and discussion all sessions, everyone shares what they have learned and what they liked the most. Children get a healthy snack	Facilitators might prepare fruits to treat the children for their good work.

## Version 2 – The Nature Whisperer

THIS GAME IS A ROLEPLAY OUTDOORS WHEREIN THE SUMMER FAIRY ASKS FOR CHILDREN'S HELP. THE AIM OF THE GAME IS TO CONNECT CHILDREN WITH NATURE AND TO DEVELOP SYSTEM THINKING.

Main aims of the game:

- Practice of mindfulness and conscious presence
- Development of system thinking
- Self-engagement and connection with others, with the environment around us

Duration	Exercise /Game	Description	Preparation
2 minutes	Summer fairy introduces herself	<i>Hello children! I am the summer fairy, and I came to ask for your help. People have increasingly forgotten about their relationship with nature, they do not speak the language of trees, grasses, flowers, and animals, and do not even take care of them. Along with my siblings, with the fairies of winter, spring, and autumn, we are getting weaker and weaker. We do not find our place due to climate change and shifting seasons. We are taking delight in people reconnecting with the creature of nature. Would you like to try some ways how we can connect to it?</i>	
6 – 8 minutes	Introduction, name game	<p><i>First, we will wander into the realm of spiders and weave a net.</i></p> <p>We stand in a circle and introduce ourselves. First, the Summer Fairy introduces herself holding on to the end of the yarn. As she finished, she throws the yarn to one of the children who introduces himself and again throws the yarn to the next participant.</p> <p>By the time everyone introduced themselves, an intertwined net would form, of which we are all part.</p> <p><i>How does this net look like? What do you think?</i></p> <p>We try to see if someone gently pulls the yarn that is in his hand, the whole net will move.  <i>We are all part of the same system. What we do affects everyone else.</i></p> <p>Provide examples from nature, such as the relationship between humans and nature.</p>	Yarn
6 – 8 minutes	Worms & Hens	<p><i>We are now visiting the poultry farm. We split the team in two. Kids choose whether they want to be hens or worms. Hens can walk backwards in hen steps and should avoid the worms rolling on their feet. Worms are rolling along in the grass and would like to roll on the feet of the hens.</i></p> <p><i>Later we change the roles and play it the other way round.</i></p>	

Duration	Exercise /Game	Description	Preparation
		<p>At the end of the game we sit down in a circle.  <i>How did it feel to roll in the grass?</i>            (e.g. the grass tickles, bills, fondles)</p> <p><i>What does the Earth do?</i>            (e.g. gives security, keeps the body)</p>	
6 minutes	Whispering with blades of grass	<p>We stay in a circle. We slowly pull our hands along the grass.  <i>How does it feel to be caressed by the grass? What does it smell like? What else did you notice? Does anyone live in the thicket of grass blades?</i></p> <p>Now we all turn into blades of grass. How do blades of grass move when the wind blows?</p> <p>We help with additional questions for example: <i>How tall are you? What things do you see around you when you are on the grass? How did you get here? Why is it good to be a blade of grass? What sound do you make when the wind blows?</i></p>	
20 minutes	The story of the forest	<p>We get up and walk to a nearby woodlot, if possible. We ask the children to observe a tree closely and share one thing they notice. (e.g. tall, has many leaves, bark gnarled).</p> <p><i>Touch the tree. How does it feel to touch the bark? What people have in common with trees? How are we similar?</i>            (e.g. we live, grow, need water and air, etc.)</p> <p><i>Trees were little saplings, just like you were babies.</i>            (If there is a sapling nearby, we have a look at it.)</p> <p><i>Let us try what it's like to be a tree. How does a tree grow from a small seed? How does it stretch towards the sun's rays? What happens when the wind blows? And if another tree overshadows the sun? If lots of snow falls and pulls the branches down?</i></p> <p>Learning about how plants grow. Ask the group: <i>Who can tell how plants grow? Invite the children to imagine that they are tiny seeds underground. (One child is asked to be the rain, runs around and waters them.)</i> We discuss and imitate each stage of plant growth through the example of trees.</p> <p><i>Who knows how trees talk to each other? How do they help each other? Do you remember what net we made at the beginning of the game? There is a network like this underground, too, with just a lot more fibers. These fibers are very thin small fungal</i></p>	Lots of small balls in a sack (green walnuts or small, hard wild apples worked very well)

Duration	Exercise /Game	Description	Preparation
		<p><i>filaments (this is called mycelium) and they connect the roots of the trees.</i></p> <p>Game: one volunteer plays the sun, others remain trees. We are together in the forest. The sun walks around and as it shines on the leaves of a tree; photosynthesis begins there.: <i>Who knows what photosynthesis is? - This is how plants make food for themselves (from sunlight, water, and carbon dioxide in the air, which we exhale, for example)).</i></p> <p>The child playing the sun gives away the little balls it has, which symbolizes the food, the sugars. The children roll down the balls on their body and then roll them over to another child (tree), which absorbs and rolls it up so that it can grow. We repeat it a few times.</p>	
<b>10 minutes</b>	Closure	<p>We transform back to human beings and sit around. The summer fairy asks the kids to close their eyes for a moment and observe how they feel. Then she passes her flower around so everyone can tell how they feel after the games.</p> <p>She thanks the kids for playing with her and tells them how much better she feels. She is much more energetic, cheerful and what is more her headache is gone.</p>	Plush Flower



## APPENDIX A: Example of pictures for the supply chain game



























shutterstock.com • 523316824



www.shutterstock.com • 101403236





## APPENDIX B: Example of foods accordingly to the colours of the traffic light - RED



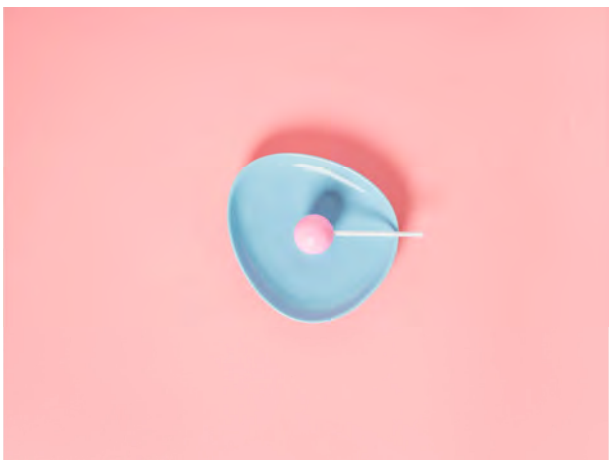


















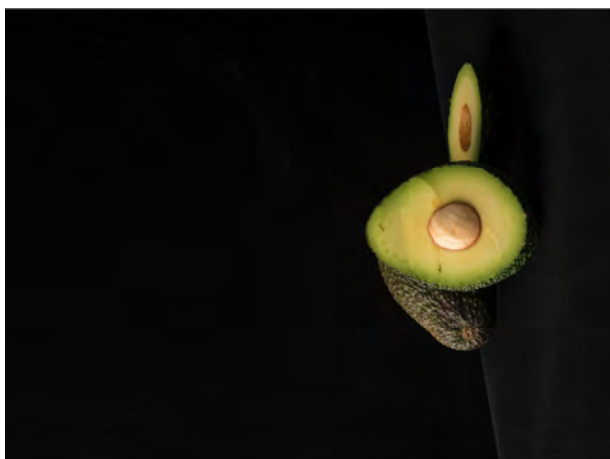
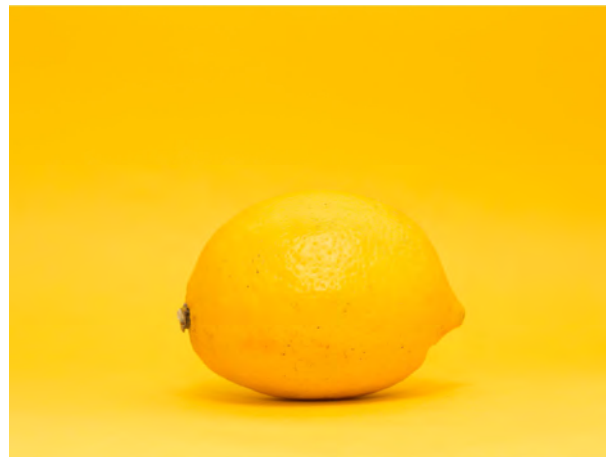
## APPENDIX B: Example of foods accordingly to the colours of the traffic light - ORANGE







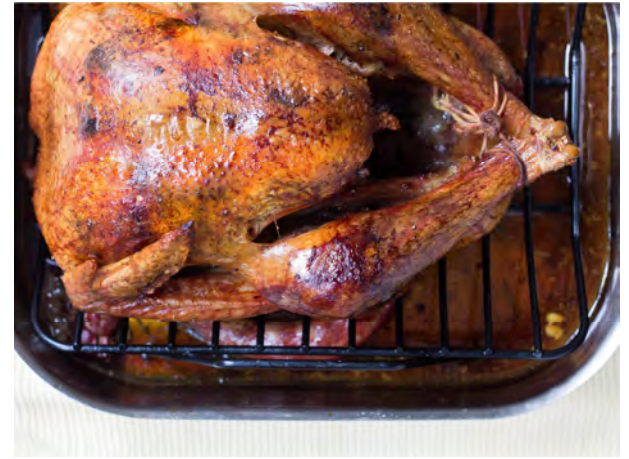




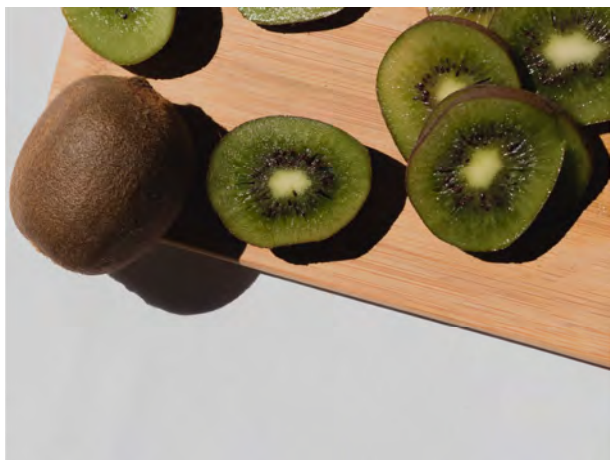














## APPENDIX B: Example of foods accordingly to the colours of the traffic light - GREEN



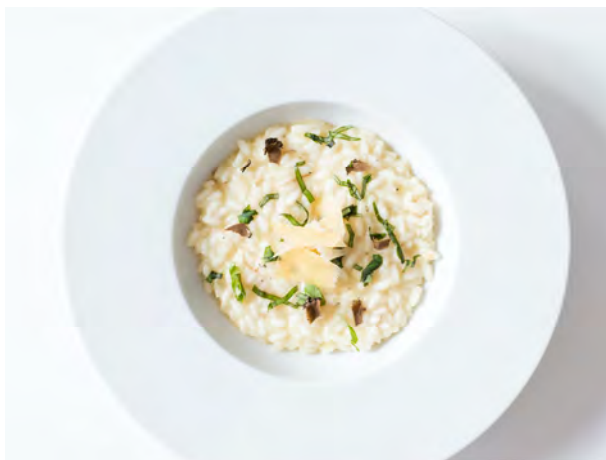








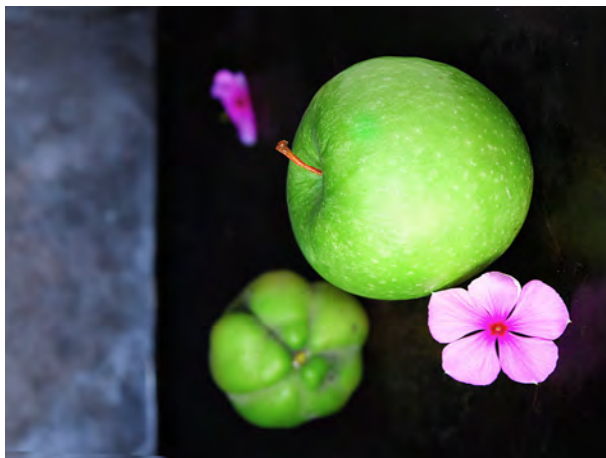



























































































































































## APPENDIX C: Example of a chart of local and seasonal foods in Hungary



### Gyümölcsök szezonja

	Április	Május	Június	Július	Augusztus	Szeptember	Október	November
Alma					       			
Körte					       			
Eper	     							
Áfonya				    				
Málna (korai)			     					
Málna (késői)					            			
Cseresznye		     						
Meggy			    					
Sárgadinnye				    				
Görögdinnye				    				
Sárgabarack				  				
Őszibarack				     				
Feketeribizli			  					
Ribizli				   				
Egres			   					
Szilva				        				
Szőlő					           			
Vörös áfonya				           				
Földszeder					           			

## APPENDIX D: 'The Speaking Fruit'

**Presenter:** One evening Vanya did not eat her dessert that consisted of a large red apple. She preferred something sweeter and softer because her front teeth were getting loose and very soon were to be replaced by new ones.

Her mom told her crossly that she didn't buy any sweets today. Vanya was displeased. She got up from the table and flung herself angrily on the bed in the children's room. As she lay face down on the pillow, she heard a sudden ringing. She peeped and saw a tiny princess sitting next to her on the bed.

**V:** Who are you?

**F:** The fairy of the fruits.

**V:** What do you want from me?

**F:** Nothing. I just want you to meet several good friends.

**Presenter:** Vanya became interested at once. She loved making friends, but it was the first time a fairy offered her friendship.

**V:** What are their names?

**F:** You know them, but you just keep avoiding them. In fact they are very kind and knowing them can be very healthful.

**V:** This is the first time I hear that a new acquaintance can be healthful.

**F:** You can judge for yourself.

The fairy swings the magic wand and the fruits appear on the stage:

**Cherries:**

We are cherries,

Dressed in red

Here we come to you

With some very tasty news:

„If you want to grow up,

Eat fruits, don't wait!"

**Strawberry:**

I am their pretty sister

Strawberry is my name.

I sit on the top of cakes

Over their glossy cream.

**Peach, apricots:**

We are friends and neighbors,  
Tasty beauties dressed in velvet.  
And to have rosy cheeks like ours,  
Eat some peaches and some apricots.

**Plums:**

If you eat me with my heart of stone,  
You will have a plum tree  
growing in your stomach.  
Every little child must read  
This rule important:  
Never eat the fruits with dirty hands!!!  
Wash with water every fruit you eat!!!

**Grapes:**

When the autumn comes to us,  
The old vine gets heavy  
with its fruits.  
It fills the grapes with honey  
And the baskets fills with grapes.

**Pear:**

I am the sweet wild pear,  
Hurry, snatch a bag,  
Loose no time and pick me up.

**Quince:**

You can eat the whole of me  
This is known since ages past.  
Now you learn at once  
How useful I can be!

**Blueberries, raspberries, blackberries:**



We are tiny blueberries, raspberries, blackberries

If you want to get sound and strong

Eat our berries, don't wait long!

**Pumpkin, melon, water melon:**

We are cheerful and noisy

And we tell sweet tales

Everybody loves us

And they call us pumpkin, melon, water melon!!!

**Walnut:**

If you want to be as smart as me,

Break my shell

And eat my heart,

Remember not to try

To break my shell

With your teeth!

The fruits sit around Vanya and every fruit draws a picture of itself.

**F:** One fruit is missing! Can you guess which one?

**V:** The apple.

**F:** You guessed right! I shall introduce it last because it is very important.

**V:** What is so important about it?!

The fairy swings the magic wand and the apple appears on the stage.

**Apple:**

Here I am! You should eat me every day!

**V:** You wish!!! /she shakes her head disapprovingly/

**F:** Just listen to her story.

The apple begins to tell her story:

**APPLE:**

The apple is a wonderful fruit – it has no fats, it has very few calories, it is poor in sodium chloride and has no cholesterol.

The pectin hairs in the apple clean like a brush the inside of our intestines and thus not only help our stomach to work well, but they also remove the harmful deposits that are inside our bodies.

**F:** Here is one excellent ripe apple for you, dear, eat it!

**V:** I can't. My teeth are loose!

**F:** Don't worry, you will have new ones, even better and stronger, grown in their place, but you must take care of them! My sister, the Tooth Fairy, will tell you how to do this.

The fairy goes out and the Tooth Fairy dressed in white enters the stage.

**TF:** Hello! I am the Tooth Fairy. In order to have healthy teeth, you must take care of them.

**V:** I know! I brush my teeth regularly after every meal, I eat sugar free candy and bubble gum.

**TF:** And do you drink milk in the morning?

**V:** I hate milk! And what does milk have to do with my teeth?!

**TF:** But you should not hate it... Now listen to the story of one cup of milk.

A cup of milk appears on the stage.

**Cup:**

Milk is the basic food of all newborn babies and young animals - mammals, as well as of the man. You can find almost all vitamins in milk, and it contains also calcium and phosphorus which are very important for your teeth. Milk is not a durable product, which is why man has found ways to make it more stable and resistant to spoiling. One of the ways is by curdling it, as a result of which you get yoghurt. The most popular sour milk product is the Bulgarian yoghurt. It is widely spread in the whole world and the basic bacteria from which it is prepared is *Lactobacillus Bulgaricus*. Curd is made by using other bacteria. Other countries have other popular sour milk products, such as clabber, mazzoni, kefir, kumis, and others. The lactic acid (or milk acid) that is obtained under the action of sour milk bacteria, suppresses the development of harmful microorganisms not only in milk, but in human intestines too. The sour milk products contain a great number of living sour milk bacteria. They can suppress and even stop the development of the harmful microorganisms in the intestines that may cause diseases. The nutrition value of yoghurt is greater than that of fresh milk.

There is a huge variety of cheeses manufactured around the world. For instance, in France considered as the cheese paradise, you can find about 150 kinds of cheese. In Bulgaria there are 2 basic types of cheese manufactured out of the different milks – white brined cheese and yellow cheese. The cheeses are a concentrated source of proteins and calcium. They contain 3-6 times more vitamin A compared to milks, 2 times more vitamin B2 and 2-8 times more of the folic acid vitamin. Milk sugar is almost completely decomposed and there are only traces of it in the cheese. In most yellow cheeses the contents of fats is high, which is why we recommend you to restrict their consumption. But the Bulgarian cow's white brined cheese is much more dietary – it contains about 19 g fats in 100 g.

**V:** I am surprised that a simple cup of milk knows so much!!!

**TF:** Yes! So never miss your daily cup of milk if you want to be healthy and to have strong white teeth ... Bye-bye ...

Here goes the sound of the alarm clock.

Vanya's mother enters the room and wakes her up for school ...

**V:** Mom, where is my cup of milk? Please put an apple in my school backpack, and I want a pot of yoghurt for dessert tonight. BYE!!!

**Presenter:** Vanya went to school and she was lively and vital all day long because the milk and the fruits gave her strength.

\*The fruits hang their pictures on a string after which they dance merrily.\*





Coordinated by:



## Partners



OSLO METROPOLITAN UNIVERSITY  
WORK RESEARCH INSTITUTE AFI



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 774088