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ministero delle politiche
agricole alimentari e forestali

**FRUTTA E
VERDURA
NELLE SCUOLE**

crea
Consiglio per la ricerca in agricoltura
e l'analisi dell'economia agraria

Let's get the Olympics to bear **fruit**

Food Education in an interdisciplinary path for Primary Schools



LANGUAGE

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- 46 Hockey of the senses
- 60 The memories relay
- 48 Plate throwing
- 62 Masquerade
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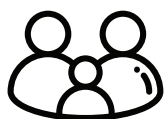
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Energy and nutrients



The Mediterranean diet



Biodiversity



The 5 senses



Territory and traditional products



Social dining



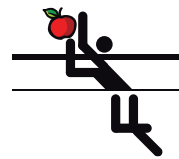
Involving families



The consumption diary



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coglila al volo



frut ball



frut ball 2



gimastica artistica



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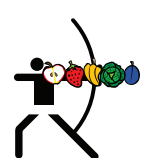
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miro ai colori



Miro alla frutta



pentachrome



pesigiusti



RI miro ai colori



RI miro alla frutta



salto ai legumi



snowborg



snowborg



tennisfavola



TRIATHLON ARTISTICO



TUFFI



Editors

Fabrizia Maccati¹ and Laura Gennaro¹

In collaboration with

Valeria D'Egidio² and Francesca Guidi³

Graphic design and realization

Loredana Minervino

Section drawings

Paolo Marabotto

Final editing

Francesca Melini

ISBN 9788833850757

1. Council for Agricultural Research and Agricultural Economy Analysis (CREA) - Research Centre for Food and Nutrition
2. Department of Public Health and Infectious Diseases - "La Sapienza" University of Rome, Trainee at CREA Research Centre for Food and Nutrition
3. Primary School Teacher

Accompanying measures for the EU School Fruit and Vegetables Scheme in Italy SY 2018-2019, (M.D. 56978 dated 02/08/2018 Mipaaf).

(Translation D.M. 87753 13/12/2019 Mipaaf)

Coordinator: Laura Gennaro

Director of the CREA Research Centre for Food and Nutrition: Elisabetta Lupotto

Programma di educazione
alimentare promosso dal
Ministero delle politiche agricole
alimentari e forestali in
cooperazione con





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e l'analisi dell'economia agraria



*Let's get the Olympics to bear **fruit***

Food Education in an interdisciplinary path for Primary Schools

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Preface

The "School Fruit and Vegetables Scheme", promoted by the European Union (EU), coordinated in Italy by the Ministry of Agricultural, Food and Forestry Policies (Mipaaf) and carried out in collaboration with the Ministry of Education, University and Research, the Ministry of Health, Agea, and the Regions and Autonomous Provinces of Trento and Bolzano, aims to encourage the consumption of fruit and vegetables in primary-school children aged 6–11 years.

The Scheme implements initiatives aimed at developing healthy eating habits among primary school pupils, promoting both tasting and knowledge of fresh fruit and vegetable products, including their place of origin and seasonality, in an age group in which children begin to define their choices and eating habits. The distribution of fruit and vegetables to schoolchildren is in fact supported, upon a precise indication by the EU, by accompanying educational measures (MAs): activities aimed at supporting teachers and families to help children approach the world of fruit and vegetables, via information and awareness campaigns on the program's themes.

As from the 2014–2015 school year, the Mipaaf has entrusted the MAs of the Scheme to the Council for Agricultural Research and Agricultural Economy Analysis (CREA), that is the most important national research institution with scientific expertise in the agricultural, agri-food and nutrition sector. The CREA Research Centre for Food and Nutrition, based in Rome, has a specific vocation on human nutrition and includes Food Education programs in its mission. It thus guarantees the realization, structuring and dissemination at a national level of a unique educational message on nutritional issues. CREA Research Centre for Food and Nutrition coordinates the educational measures involving also several CREA research centers located in various Italian regions.

The MAs have been successfully organised and implemented in an organic and complete manner, combining educational interventions with didactic visits and awareness-raising meetings with regard to the topics of the School Scheme. Teachers and schoolchildren, and often families thereof, can receive yearly information on the Program, regarding not only nutritional aspects but also topics such as the relation between fruit/plant/soil, at school and/or during dedicated events. They are involved both physically, with face-to-face meetings at school (also specifically targeted to teacher training) and outdoor activities in educational gardens, characteristic elements of the "School gardening" Measure - and via the web through the inter-school "Fruit Olympics" championship. The Olympics, propose a series of educational activities to be carried out by schoolchildren together in the classroom, or at home also with the help of families, in order to reconnect children to fruit and vegetables and teach them about healthy eating habits and fruit and vegetable consumption. Pupils and teachers are used to comment with great enthusiasm on the proposed activities, where they participate by creating beautiful works that are then collected every year in a photo book entitled "Let's accompany fruit in schools".

This educational book is targeted to primary school teachers participating in the School Fruit and Vegetable Scheme, and comprises the educational activities proposed to and carried out by schoolchildren in the last five years of "Fruit Olympics". In order to ensure that the work dedicated to the structuring of educational activities is not lost, the first five years of the Olympics challenges were collected in this volume, which is dedicated to Primary School teachers participating in the program.

For further information, please visit <http://www.fruttanellescuole.gov.it/> and https://ec.europa.eu/agriculture/school-scheme_en

Introduction

Nutrition is one of the most important factors that contribute to ensuring health protection and quality of life. Among the guidelines for healthy eating, one of the main recommendations is to always have vegetable products on the dining table. It is now widely demonstrated, in fact, that fruit and vegetables are fundamental components of a healthy and balanced diet, and that they provide protective action against the onset of important chronic-degenerative diseases, such as cardiovascular diseases and tumors. Nevertheless, the data on the consumption of these foods does not reflect an excessively virtuous behavior: the Italian Surveillance System OKKIO alla Salute, coordinated by the National Institute of Health (Istituto Superiore di Sanità) highlights that the first years of child development are crucial. The 2016 survey showed, in fact, according to 20% of interviewed parents, children do not consume fruits and/or vegetables daily. Yet how can you get your child to eat more fruits and veggies, or take bites of new ones?

In addition to setting an example within the family, change must start from actions of knowledge and information: even the youngest can thus become active consumers, capable of managing the quality of their lives, through a healthy and appropriate diet.

Food Education aims to develop correct and aware behavior, or rather bring its recipients to

the autonomous ability of managing their own nutrition, as also reported in the MIUR Guidelines for Food Education (2015), and curricular school activities are an excellent opportunity to talk about nutrition and healthy lifestyles.

As early as the First National Conference on Food Education (INN 1975) and the Conference on Food Education in Europe (Consumer Cooperation, Bologna 1981), some fixed points were defined that would mark the development of Food Education in Italy in subsequent years:

- the need to distinguish between “informative moment” and “educational moment”;
- the importance of recognizing the complexity of a proper diet (psychological, physiological, social and cultural);
- the need to tackle Nutritional Education in an organic way, getting the entire population involved.

Therefore, not notions about macronutrients, but history, culture, traditions and emotions must be the basis of educational interventions. With regard to children, it is worth considering that they have enormous power over their family members and are exposed to marketing influence. This makes them recipients of election for Food Education, which, however, can hardly be entrusted exclusively to teachers and the school environment, because most of the food choices in the family derive from family members and their habits. Contact with

families certainly becomes more effective if children are the medium, therefore the intervention must be determined in this sense: talk to the children in order to reach the families.

Within this context, in the framework of the major project of the Accompanying Measures to the EU School Fruit and Vegetable Scheme, since 2014 every year the CREA Research Centre for Food and Nutrition has conceived and implemented the Fruit Olympics, an inter-school championship on a national basis, structured as a multidisciplinary educational itinerary in successive stages. Over the years, educational material has been sent via e-mail to the teachers who applied for participating in the Olympics with their schoolchildren along with games, quizzes and work to be done both in the classroom and at home, so as to challenge all the other classes in Italy in this great game.

The main objectives are the correct and direct experience of the product, also by way of a sensorial approach and the knowledge of its origin, along with the relevant qualitative and nutritional features (local products and biodiversity). However, Food Education cannot disregard being aware of the concept of ecosystems, environmental compatibility and the understanding of the existence of a link between the quality of food and environmental quality. It is essential to help children understand that the environment surrounding them and the territory in which they live in are a

source of knowledge and experience that must be respected and defended. As a result, following the European Union and Mipaaft indications, some of the Olympics activities regard the study of seasonality and crop growing, from the plant to the fruit via the soil, and pay attention to eco-sustainability and reduction of food waste. And this is carried out through recreational-educational activities, which involve the entire class and often the families as well.

In fact, the game has all the necessary features for the most effective and lasting type of learning to take place. It is a complex and engaging experience that allows children to participate, to be protagonists, and to learn by actually 'doing' in a constant and natural manner, increasing both knowledge and skills.

The aim of this volume is therefore to be an agile Food Education tool for teachers who wish to tackle these delicate issues with simplicity and the lightness of playing games, yet also with the support of correct information provided by a Research Centre that carries out specific research on the subject.

Volume guide

This volume stems from the desire to reasonably re-propose the experience gained and gathered during the five years of Fruit Olympics, and its aim is to help teachers to bring children closer to Food Education, through imagination, creativity and reasoning.

Plenty of didactic material that will help teachers and schoolchildren review and consolidate, enhance language skills, calculation, understanding, memory and learn how to work in a group. An interdisciplinary educational support capable of catalyzing the attention of the class and conveying knowledge, with simplicity.

Starting from the study of the numerous documents received during each annual championship and the infinite implications and facets, while gathering all the suggestions received from the schools themselves, the activity sheets have been marked with symbols that recall the relevant disciplinary areas, the themes addressed from time to time or the possibility of involving families in wider awareness-raising tasks.

The aim of all of this is to make the most of the wealth, innovation and creativity that each local reality has produced, while sharing this knowledge and returning it through a methodology of work for everyone.

The choice of the material to be addressed in the classroom therefore follows various criteria:

DISCIPLINARY AREA



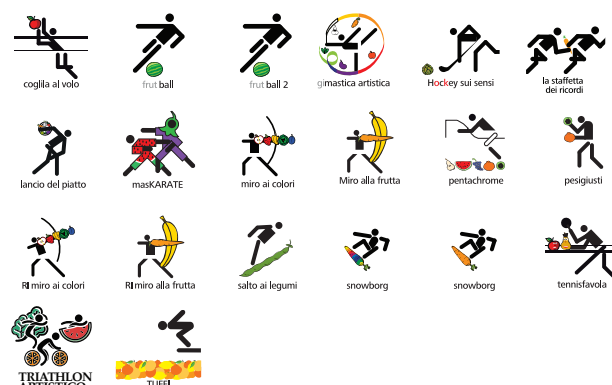
In the "Disciplinary objectives" pages you will find, summarized and cataloged by each discipline, all the objectives that can be pursued. The didactic material activities are interdisciplinary, and as such can be easily used to help the class achieve the various objectives.

THEMATIC TOPICS



"Let's learn together" is the chapter dedicated to the six main themes that characterize the accompanying educational Measures to the European Program. From correct nutrition to the importance of soil and territory, from the use of the senses to the importance of the social and cultural context.

EDUCATIONAL MATERIAL



This section gathers all the activities carried out during the five years. They are presented according to the school year when they were proposed, and were here adapted to the aim of this book. The didactic material provides useful ideas for building carnival masks, school play texts, posters to be displayed in classrooms, school corridors or in the school cafeteria. The work carried out can also be easily transformed into articles for a possible school magazine.

FAMILY INVOLVEMENT

With full knowledge that the entire family needs to be involved any time we want a change in children lifestyle, and the children themselves are the means by which the family can be reached, some activities have been identified with a logo indicating

the possibility of working "with help from home"; for example through interviews or dishes to invent, cook and taste together.

THE CONSUMPTION DIARY



The main key to increasing children's interest in fruit and vegetables is through the knowledge, the sensory one included, of the various food products. But this is not the only aspect to be considered. Tasting (or rather eating the recommended amount of fruit and vegetables) with the objective of keeping high in schoolchildren, can prove to be another lever, another small step towards changing eating habits. The class can challenge itself to achieving an ever more virtuous behavior or establish a competition,

for example with another class.

This is why each data sheet/diary has a duplicate (Aiming and re-aiming, Fruitball 1 and 2).

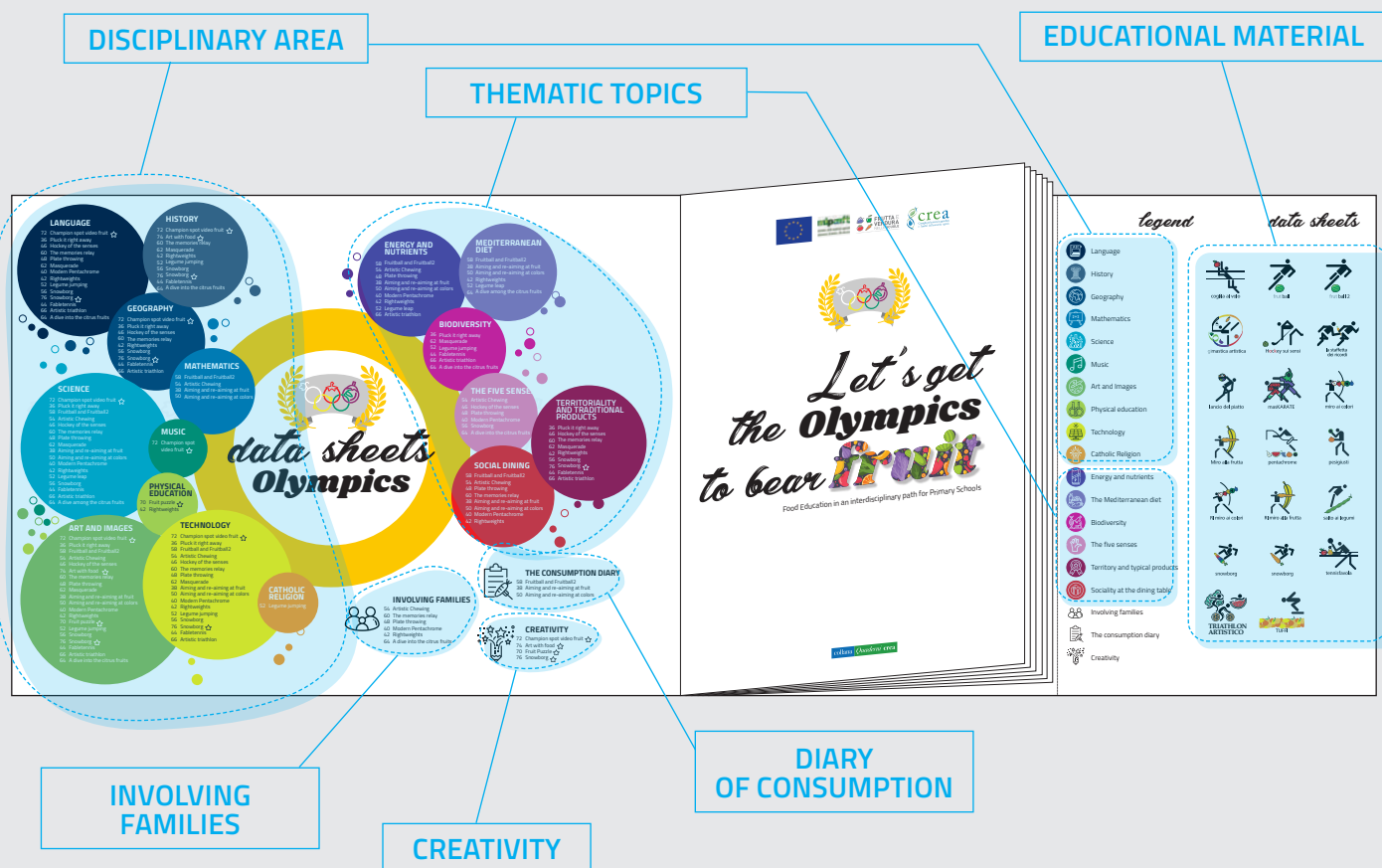
In order to verify the behavioral improvement, the diary needs to be collected twice; for example at the beginning and at the end of the school year or before and after holiday periods.



CREATIVITY

As regards the creativity section, the annual championships activities are designed with the sole aim of unleashing the children's creativity. Less "scientific" in the form, but equally interesting and with lots of fun.

All the above is summarized in the front flap index (the inside of the first cover page), while in the second flap (the inside of the final cover page) you'll find the recap of the logos of each material card and the legend of the symbols.

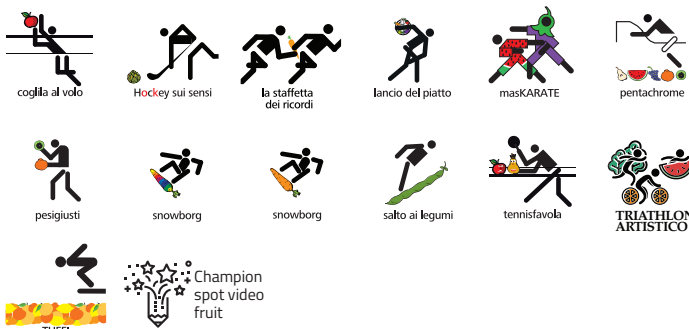


Learning outcomes

LEARNING OUTCOMES

ACTIVITIES

improving and expanding vocabulary



writing by using appropriate punctuation and spelling rules



understanding the relationships between words on the basis of their meaning, and understanding figurative language



developping an initial ability regarding synthesis in expressing a concept



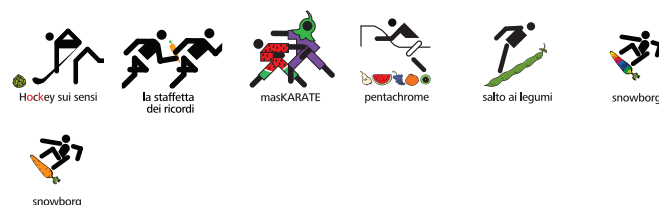
formulating precise and relevant questions regarding explanation and analysis during or after listening



organizing a speech on a study topic, respecting the chronological and logical order by inserting the appropriate descriptive and informative elements



searching for information in texts of various nature and origin for practical or cognitive purposes, applying techniques to support understanding



LEARNING OUTCOMES

ACTIVITIES

reworking texts and draft new ones, using word processing programs as well



writing simple texts or organize simple regulatory presentations or schematic texts and projects for carrying out activities (rules, recipes ...)



working on the various stages of the production of a text: concept, planning, first draft, revision, self-correction



obtaining information and knowledge from various sources on aspects of the past



analyzing the relationship between man and the environment in different periods



recognizing relationships of succession, contemporaneity, durations, periods, changes, in phenomena and narrated experiences



organizing the knowledge acquired in simple time and conceptual frameworks



selecting and organizing information by topic



presenting coherently the acquired knowledge and concepts, using specific discipline terms and digital resources as well



LANGUAGE



HISTORY

LEARNING OUTCOMES

ACTIVITIES



GEOGRAPHY

obtaining information from various sources



acquiring the concept of geographical region and the various elements that characterize the main Italian landscapes



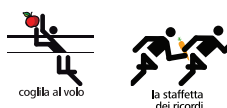
understanding that the territory is a space that has been organized and modified by man



understanding and enhancing the environmental, natural and cultural heritage of a territory



understanding the factors that influence the climate and its consequences on the environment



MATHEMATICS

collecting, analyzing and representing data using diagrams, charts, histograms, etc.



discussing the criteria used to create groupings



understanding the concept of hamlets and the types of hamlets



using notations of frequency, mode and arithmetic mean



LEARNING OUTCOMES

ACTIVITIES

observing and paying attention to your body as a complex organism



taking care of your health in terms of food intake



recognizing seasonal changes occurred in the environment



recognizing the sensory organs and learning how to name sensory perceptions



learning to observe a portion of a nearby environment, or a natural element, with appropriate tools or with the naked eye



recognizing that the life of an organism is related to other forms of life



observing and interpreting natural and human environmental transformations



identifying similarities and differences in the development pathways of plant organisms



grasping relationships between the components of the ecosystem



LEARNING OUTCOMES

ACTIVITIES



MUSIC

using voice, instruments and new technologies in a creative and conscious way, gradually expanding the inventive ability and sound-musical improvisation



listening to the expressive and structural aspects of a piece of music, translating them with word and motory movement



ART AND IMAGES

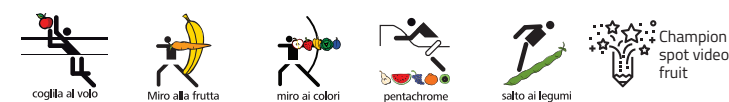
distinguishing colors and using them to indicate a category or express a concept



transforming images and materials by seeking original figurative solutions



observing and analyzing graphic images



using different materials, techniques and procedures to represent reality and produce personal and authentic expressive and communicative messages



identifying, in a work of art, the essential elements of form, language, technique and style to understand its message and function



LEARNING OUTCOMES

ACTIVITIES

developing sensory abilities and recognizing your body, as a whole and in individual segments



varying the execution of movement in relation to space



knowing how to organize one's movement in space in relation to oneself, others and objects



using expressive and bodily methods in an original and creative way



representing data of an observation or experience through diagrams, collected in a digital graph as well



using simple procedures for selecting and preparing food



examining objects and transformative processes with respect to the impact on the environment



using a computer: word processing and graphics applications



enhancing and extending the use of IT tools (Power Point, making videos ...)



creating an object, describing and documenting the sequence of operations



PHYSICAL EDUCATION



TECHNOLOGY



understanding the environmental and cultural features in which Christianity originated and developed



Educational objectives

EDUCATIONAL OBJECTIVES

ACTIVITIES

encouraging family collaboration and support for the child in school activities



gimastica artistica



la staffetta dei ricordi



lancio del piatto



pentachrome



pesigusti



TUFFI



INVOLVING FAMILIES

raising awareness and stimulating changes in habits



fruit ball



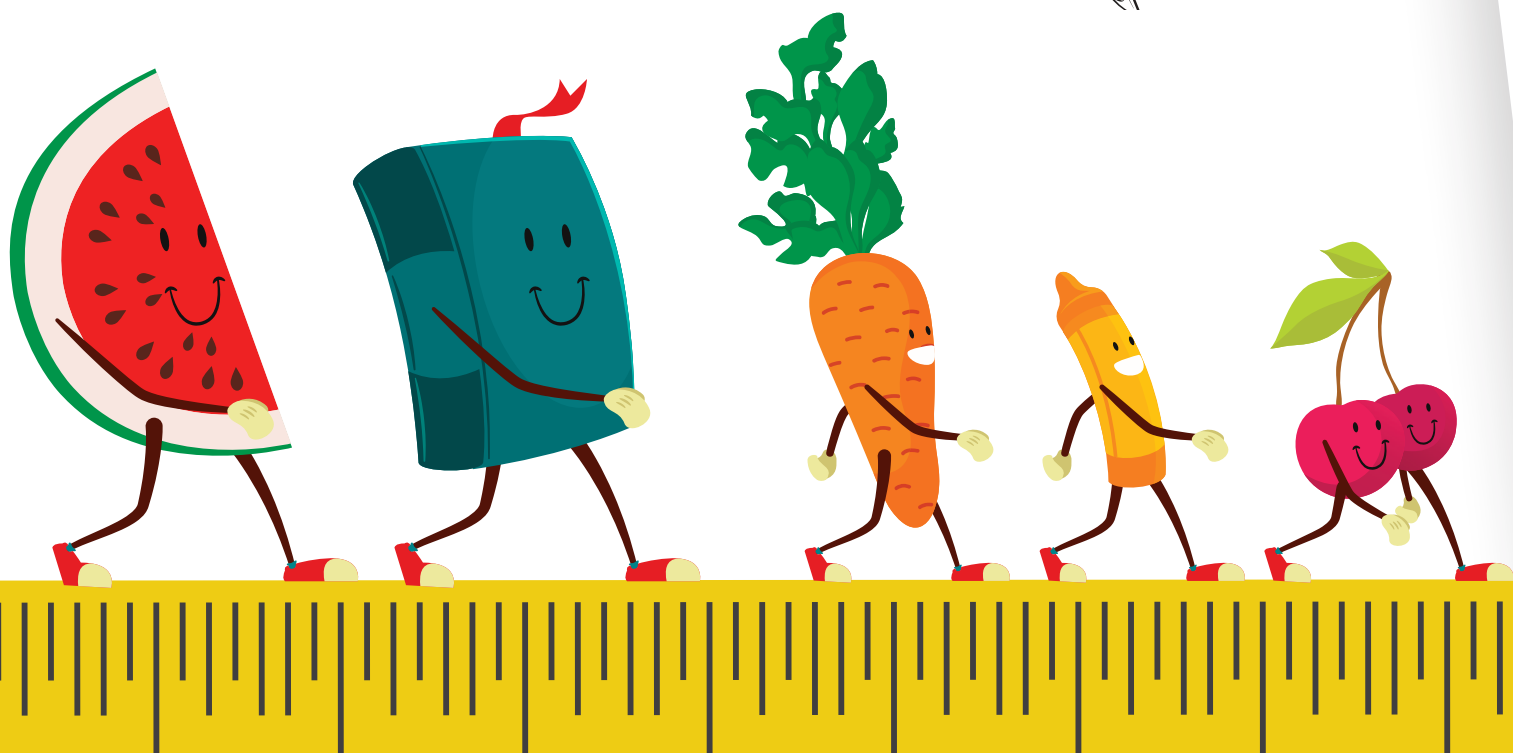
Miro alla frutta



miro ai colori



THE CONSUMPTION DIARY





Let's learn together...

Energy and nutrients

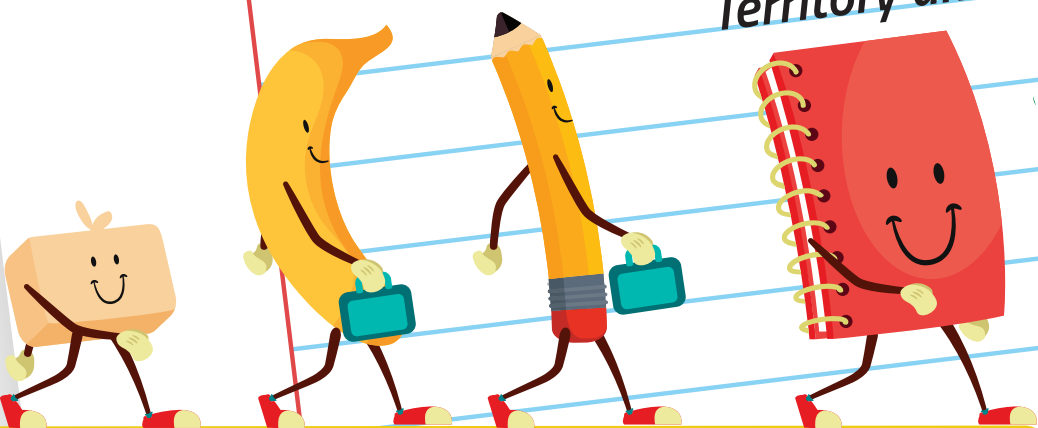
The Mediterranean Diet

Biodiversity

The five senses

Territory and traditional products

Social dining





Energy and nutrients



frut ball



gimastica artistica



lancio del piatto



Miro alla frutta



miro ai colori



pentachrome



pesigiusti



salto ai legumi



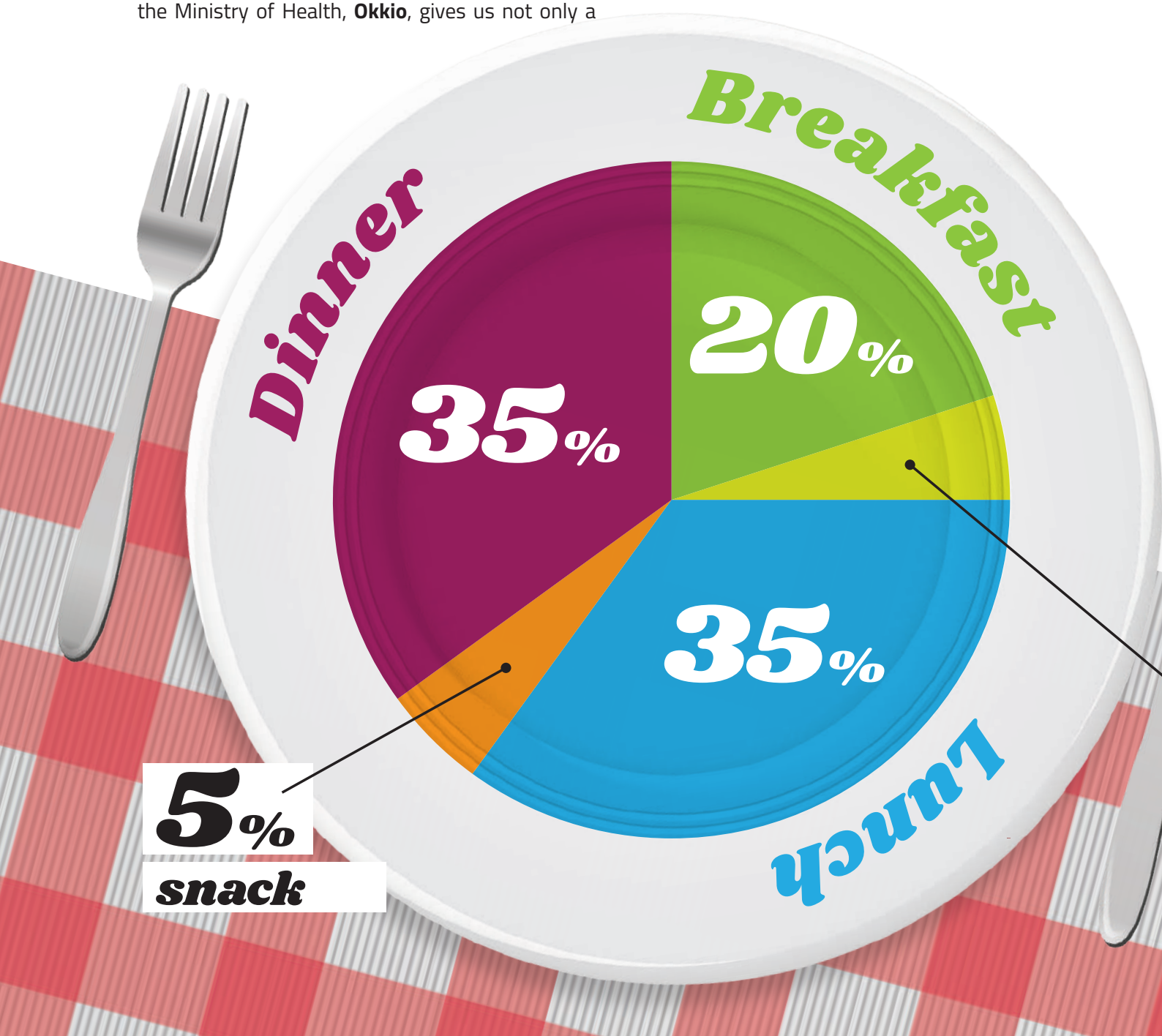
TRIATHLON ARTISTICO

Due to the progressive change in lifestyles and work rhythms, profound changes are taking place in the families' eating habits: we are witnessing the diffusion of a poorly balanced diet, with an excessive intake of calories, proteins of animal origin, simple sugars, saturated fats and salt.

Among children, and in particular those who are 8-9 years old, the periodic survey promoted by the Ministry of Health, **Okkio**, gives us not only a

picture of excessively sedentary lifestyles but also the absence or inadequacy of breakfast, and very low consumption of fruit and vegetables.

In general, eating habits acquired at an early age last over time, therefore it is important to teach children, in the early years of life, how to get the best from the foods they have available.





RULES

There aren't many rules to learn

fruit and vegetables

Lots of fruit and vegetables, to be included not only with main meals (both must always be present), but also for breakfast or mid-morning and mid-afternoon snacks: 5 servings a day is really the minimum, and it's not difficult.

5 colors

A **varied diet**, thanks to the **5 colors of fruit and vegetables**, can cheerfully color even unexpected dishes, to be created in the most colorful way possible.

breakfast

A **balanced breakfast**, to avoid a reduction in physical and mental efficiency during the morning: should be nutritious (roughly **20% of the total daily calories**) and should include fruit. It does not need be sweet, if a salty dish in the morning is preferred!

sweets and sugar

Few sweets and sugary drinks, because we consume too many sugars, which increase the risk of some pathologies. Sweets are a habit, and above all the more we eat them, the more we want: by slowly reducing the consumption of sweets it will become easier to live without them, and it will be a precious gift to our health. If you really want to eat them every day, leave something sweet for breakfast: waking up will be more pleasant.

snacks

Mid-morning and mid-afternoon snacks should be light: **fruit** is ideal, yet it can be alternated with **some yogurt** or a **light sandwich** or **3-4 biscuits**.

lunch + dinner

Lunch and **dinner** should cover **the most part of energy and nutritional needs**; this is why it is important for meals to be complete with all nutrients. Being able to plan dinners in a balanced way, taking into consideration cafeteria meals or in any case meals outside the home, is a great challenge, but it can be done.

5%
snack

FRUIT AND VEGETABLES
EVERY DAY:
**EAT AT LEAST
5 SERVINGS!**



The Mediterranean Diet



fruit ball



Miro alla frutta



miro ai colori



pesigusti



salto ai legumi



TUFFI

As of 2010 the **Mediterranean Diet** has been registered in the list of **intangible cultural heritages of humanity by UNESCO**. The common mistake that has often been repeated since then is the research of specific foods that characterize it. Actually, its origins are very simple: in the past, the populations of the Mediterranean basin were mainly made up of farmers or fishermen who, in order to survive, used the products they cultivated or fished, and only rarely small quantities of meat coming from animals raised on their land. The Mediterranean Diet is an intangible cultural heritage precisely because it is not linked to any type of food.

The presence of climatic and geographic conditions favorable to agriculture and fishing in all countries bordering the Mediterranean sea therefore led to the birth of what, in the 1950s, Ancel Keys defined the **Mediterranean Diet**: not only a food model but also a way of life, stemming from the traditions of populations such as the Italians, the Greeks,

the Spanish, the Egyptians, the Libyans, etc., then enriched with the variations relevant to their local origins. To be precise, similar features were also found in Japan, but certainly the idea of the Mediterranean had better luck, also because Keys himself retired to live in a town in the Cilento area.

The Mediterranean Diet is therefore characterized by a regular consumption of fruit and vegetables, often whole grains, fish (especially bluefish, given its abundance in the Mediterranean), a frequent consumption of legumes both fresh (during the harvest periods) and dry (in winter) and infrequent consumption of meat.

Milk and yogurt every day and virgin olive oil for seasoning, in Italy but also in Spain, Greece and North Africa:





this is the most used seasoning because olive trees grow vigorously in the Mediterranean basin. Physical activity needed to obtain one's own food is inevitable: work in the fields, in the vegetable gardens or fishing. This diet is in line with the **latest nutritional recommendations** which envisage roughly **45-60% of energy from carbohydrates, 20-35% from fats and between 12 and 18% from proteins.**

However, in the 60s and 70s of the last century, during the economic boom, the consumption of fats and sweets had gradually increased and the level of physical activity had plunged, especially among children and adolescents, whose lifestyles become increasingly sedentary.

This led to a low consumption of fruit and vegetables, which instead are vital due to their water and fiber content (and help achieve a sense of satiety), as well as vitamins and minerals. Fish too, is now hardly being consumed, and legumes are practically absent in our children's diet, while meat is omnipresent. If just 2 weekly servings of meat were replaced with legumes, we would be much closer to the recommendations. Finally, exercising is relegated to a few hours in the gyms, while the tendencies to playing outdoors and carrying out spontaneous recreational physical activities are being lost.

The typical depiction of the Mediterranean Diet is a jubilation of huge pasta dishes, loaves of bread, wine and much more: nothing further from the frugality that initially characterized it. It is worth highlighting, instead, that the Mediterranean Diet combines a poor and simple diet, which includes mainly vegetable products, with a lifestyle based on exercising and physical activities.





Biodiversity



cogilia al volo



maskARATE



salto ai legumi



tennisfavola



TRIATHLON ARTISTICO



TUFFI

By biodiversity we mean the set of all varieties of life forms present on Earth. That is, it includes all the numerous species of animals, plants and other forms of life, as well as the varieties that exist within each species. In particular, the variety of plant, animal and microorganism species present in an ecosystem (ecological diversity) or the genetic variability of a species (genetic diversity).

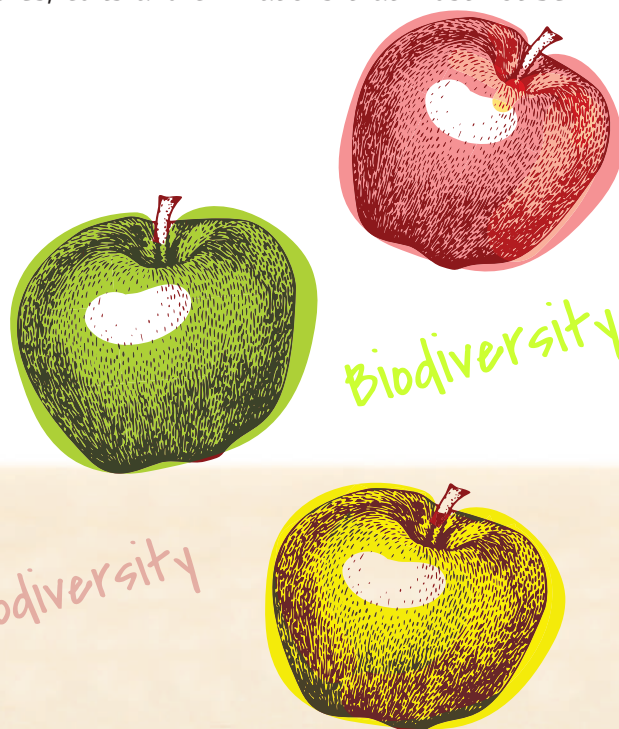
Speaking of plants, we can say that each species grows in certain environmental and soil conditions; this is why plants of the same species, born in different places and soils, can have different characteristics and can enrich not only our diet but also, and above all, our traditions. Italy has, in fact, the greatest diversity of soil types and covering, and the greatest biodiversity of soil among all European and Mediterranean countries.

The rate of biodiversity has decreased considerably worldwide in the last few years, due to the replacement of native varieties with varieties selected to be more suitable for obtaining quantitatively greater productions. Nevertheless, maintaining biodiversity is fundamental for preserving the differences between the various species and the delicate balance between them. Furthermore, it enables to react to unexpected and adverse events, such as climate change, hydrogeological instability, over-exploitation, unsustainable use of natural resources, pollution, etc.

An event such as drought, frost, unexpected hail or a new parasite attack, which leads to the loss of a variety, might only affect one variety, without compromising the other varieties of the same species, therefore preserving production. When preserving, we create a reserve of potentially useful genetic material to explore in case of need, such as new sources of resistance. The greater is the biodiversity (for example the number of living species), the faster is the reaction to negative events and the ability to restore the threatened balance.

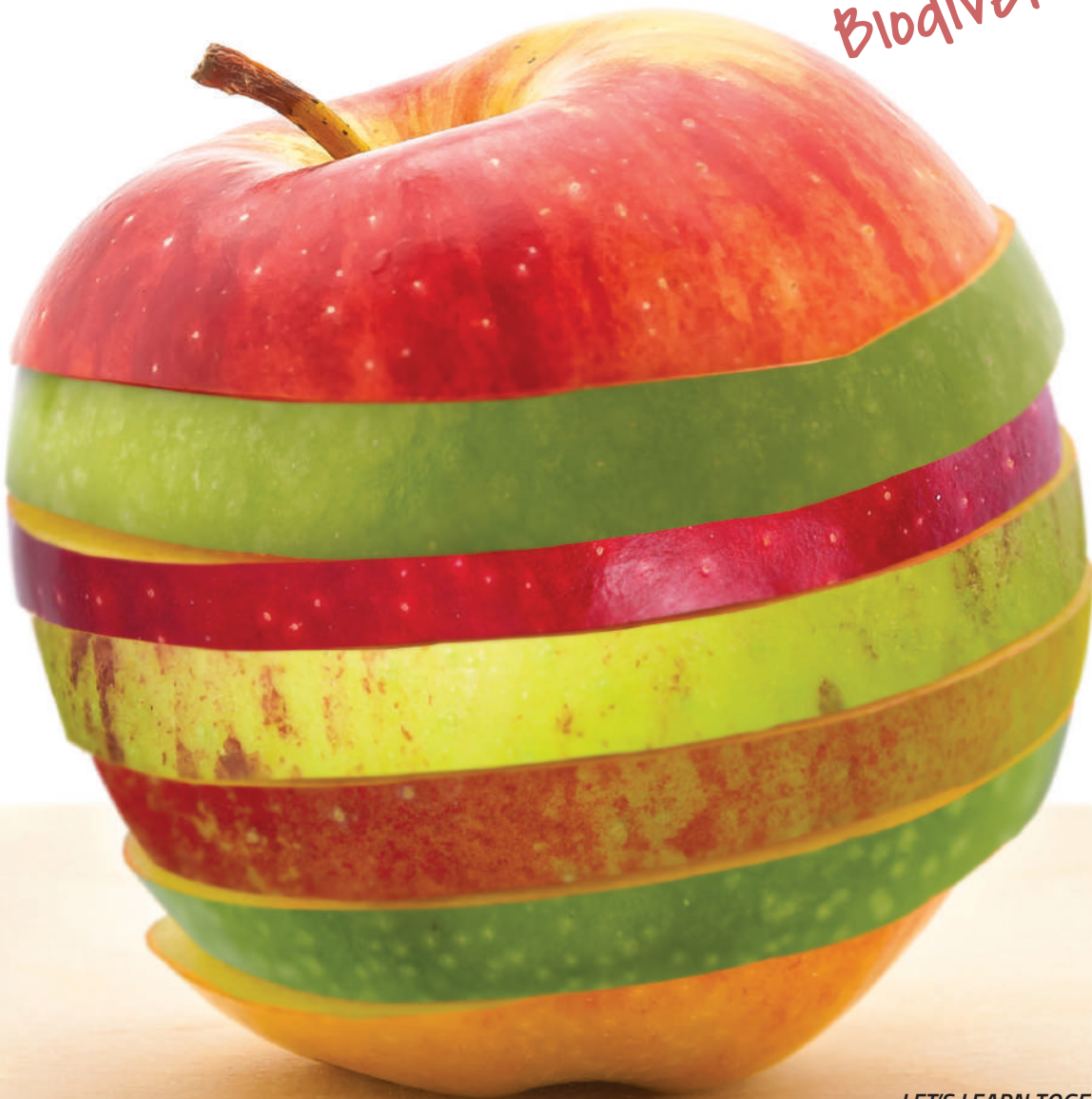
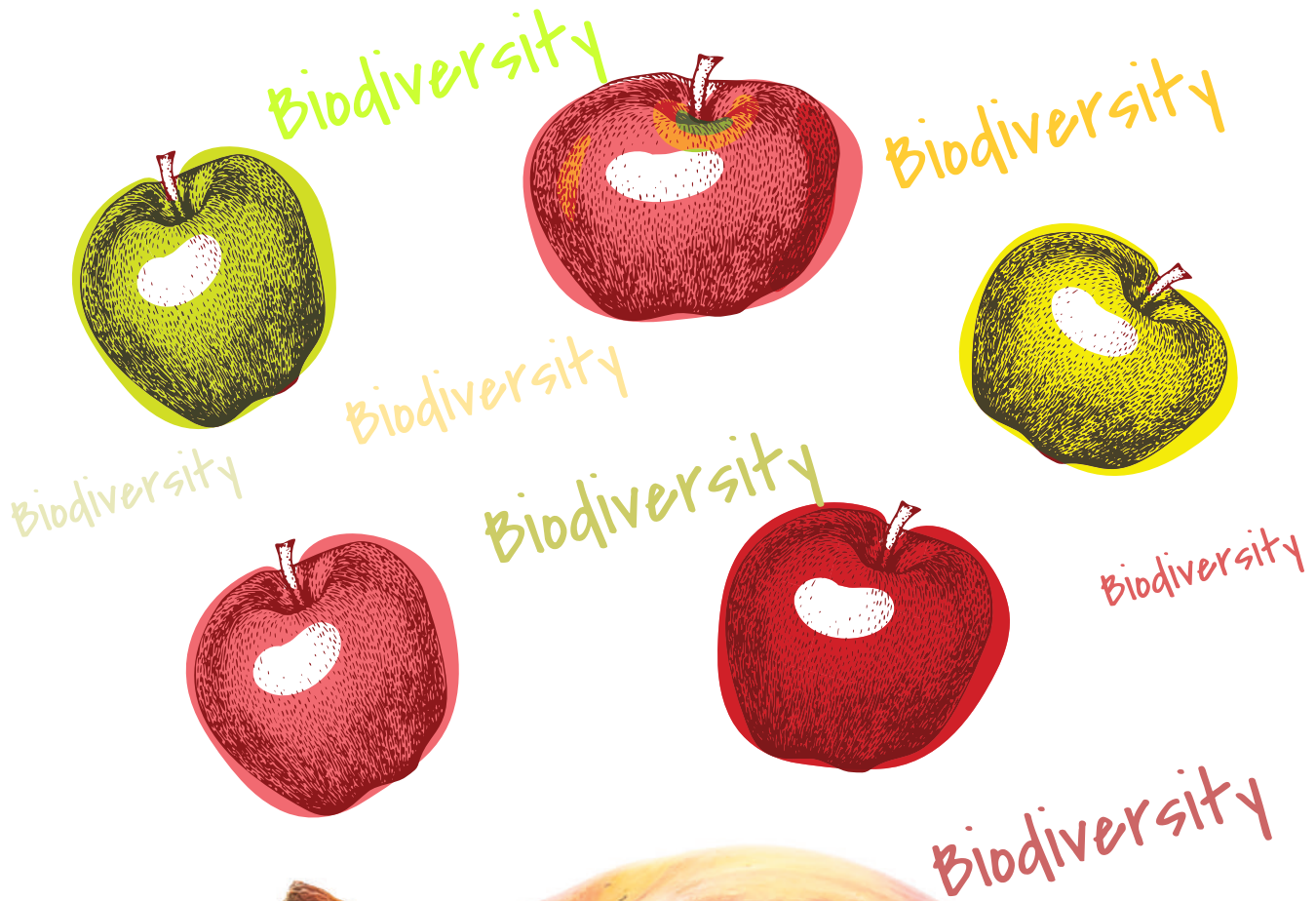
Defending biodiversity is becoming increasingly important within the dynamics aimed at offering ever greater sustainability to human activities. With this aim in mind, the recovery and preservation of old varieties and ecotypes, along with the traditions that allow their use and preservation, is fundamental.

Agri-food products, in fact, are the memory and richness of each territory, a heritage of traditions, gestures, cults and civilizations that must not be lost.





Biodiversity





The five senses



gimastica artistica



Hockey sui sensi



lancio del piatto



pentachrome



snowborg



TUFFI

Sensory properties are distinctive features of a food product that we perceive as sensations. They are the response and codification of the stimuli that affect our sense organs. Based on these sensations, we express a quality judgment on food: we give a preference, we express a liking, we make a food choice. When we eat, we think that pleasure and all the other sensations deriving from food are only the result of taste and that this is the most important sense: this isn't true. In fact, all five senses (sight, hearing, touch, taste and smell) contribute to the perception of food and its evaluation.

We like food not only because of the sensations we feel when we bring it to our mouths, but also for the aroma it releases (think of a sauté, ragu sauce or apple pie being cooked) or the sound food produces (for example, bubbling coffee, or the sound of biting

a crunchy apple). Furthermore, there are chemical perceptions that do not involve the receptors of taste and smell, such as pungent, spicy or refreshing food: the so-called chemesthetic sensations. Finally, the tactile receptors found in the mouth and on the tongue, inseparably, cooperate with those of taste and smell in order to recognize food and understand palatability.

Placing a wide variety of food products at the dining table, especially at home, presenting them as a potential source of pleasure, including innumerable stimuli, helps overcome consumption barriers, particularly with regard to fruit and vegetables: seasonal products offer, in this regard, more intense sensory experiences.

IMAGINE WE WANT TO TASTE FRUIT, THROUGH THE

5 senses

sight

Let's start with **sight**: it is the most immediate sense through which we receive information from the environment: by observing the color, shape and size of the fruit we can establish whether it is ripe, juicy and sweet, or at least imagine how it could be. Sight is the most precious ally for a varied diet which, with regard to vegetables, is facilitated by a range of 5 colors of well-being: white, blue-purple, red, green, yellow-orange.



smell

Let's now put that fruit up to our nose: the sense of **smell** is the sensory experience produced by the stimulation of the receptors located in the olfactory epithelium, with a perception that can be the orthonasal olfaction (in front of the nose, the "fragrance") or the retronasal olfaction (the "aroma"). The sense of smell is also stimulated by chemical energy rather than physical energy, such as taste, but, unlike the latter which codifies for a few flavors, the sense of smell allows you to distinguish between thousands of different odors.

Hearing

Through **hearing** we can get an idea of the consistency of food even before chewing it, by listening to the sound of the first bite. All sounds in general contribute to enticing tasting (for example the crackling of fried food) or distracting ourselves from what we eat (the bustle of a crowded room).

Taste

Finally, **taste**, which is the set of sensations perceived in the mouth when tasting food, and plays a fundamental role in food choices. It is, in fact, when food is introduced into the mouth and chewed, that we feel its taste and decide whether we like it or not. The taste stimulus receptors are found on the upper side of the tongue, in the mucous membrane of the palate, in the pharynx and in the epiglottis. Five basic tastes are recognized: acid, salty, sweet, bitter and umami. However, recently, the scientific community is recognizing other flavors, such as the perception of "fat".

Touch

As we **touch** fruit, we receive new information: the sensing organ associated with touch is the skin, which is rich in tactile receptors, distributed throughout the body, with a greater concentration on the fingers, but also on the lips and tongue; they allow us to collect physical information, such as shape, size, surface features, elasticity, consistency and temperature.



Territoriality and traditional products



cogliam al volo



Hockey sui sensi



la staffetta dei ricordi



masKARATE



pesigusti



snowborg



snowborg



tennis favola



TRIATHLON ARTISTICO

An agri-food product is defined as being **“traditional”** when it is strongly linked to the production area.

It should not be confused with local products which are grown in a specific place, even without necessarily being tied to their culture and tradition. A traditional product, on the other hand, is something unavoidably linked not only to the environment features of the production area, but also to the processing methods resulting from human intervention in a specific territory and therefore excludes the possibility that the same

product can be found with the same features in other areas.

It will therefore have specific properties, peculiar and repeatable over time, linked to its location within the local tradition and culture, the geographical location of the production area, the quality of the raw material and production techniques. The knowledge of traditional food products is important because it adds value to both your region and your homeland. Traditional products are not only an expression of a territory and a proposal for tourists; they also become a precious economic and social asset that provide an example of a specific culture, as a unique and unrepeatable flavor, while contributing to protecting their places of origin in support of the economy and local development.





The great heritage of Italian traditional products has long been valorized by several quality logos, known and shared nationally, but also at a European level, thus adding further prestige to specific productions and traditions.

PDO

The Protected Designation of Origin logo (a European quality label): is assigned when all the stages of the production process (production, transformation and processing) are carried out in a defined geographical area (which gives the product its name) and whose quality or features are essentially or exclusively due to a particular geographical environment and its intrinsic natural and human factors.



PGI

The Protected Geographical Indication logo (European quality label): refers to the name of a specific geographical area which serves to designate an agricultural or food product originating in that area and of which a certain quality, reputation or other characteristic may be attributed to the geographical origin and whose production takes place in at least one of its phases in the defined geographical area.

PAT

The Traditional Agri-Food Products (Italian quality label): are characterized by those agri-food products whose processing, conservation and seasoning methods are consolidated over time, homogeneous for the entire territory concerned, according to traditional standards, for a minimum period of at least twenty-five years.



TSG

Traditional Specialty Guaranteed (European quality mark): it does not refer to an origin, rather it focuses on enhancing a traditional composition of the product or a traditional production method.



Social dining



fruit ball



gimnastica artistica



lancio del piatto



la staffetta
dei ricordi



Miro alla frutta



miro ai colori



pentachrome



pesigusti

Food means relationships: in addition to providing us with all the energy and essential elements for biological survival and maintaining health (if used judiciously), it is a fundamental vehicle for socialization and conviviality. The word company derives from the Latin word "cum", with, and "panis", bread, and means "participant of the same bread." The concept of sociality is therefore intrinsically linked to food. Being together around the table means belonging to, or taking part in, a group, and the act of eating has always had many symbolic, relational and social meanings: this must be taken into account when talking about nutrition. With a view to a global approach to the complexity of eating, attention to all the cultural and social aspects that revolve around food and the agri-food system is important: the relationship with the territory and work; the different food and gastronomic traditions; intercultural exchanges and enhancement of biodiversity; the rituals, conviviality, places and relational methods with food with regard to purchasing and consumption, also with reference to religious values and doctrines. The MIUR Food Education Guidelines also highlight the importance of promoting a concept of overall sociality regarding food which, starting from safety, incorporates values concerning sustainability, ethics, legality, inter-cultural, territoriality.

The act of eating, carried out together, recalls a sense of belonging: sharing the same table means being part of a family, a group of friends, colleagues or a community and the mealtime becomes a time to exchange experiences. In addition to being nourishment, food is tradition and culture, a vehicle for family traditions, ancient knowledge and flavors. It is an expression of celebration, a fundamental moment to reunite with family, to meet friends and strengthen bonds of affection or to meet new people by establishing an initial bond of trust. We cannot think of any occasion of celebration, in all places, whether it be outdoors or at home, without there being a spruced up, rich table or without the

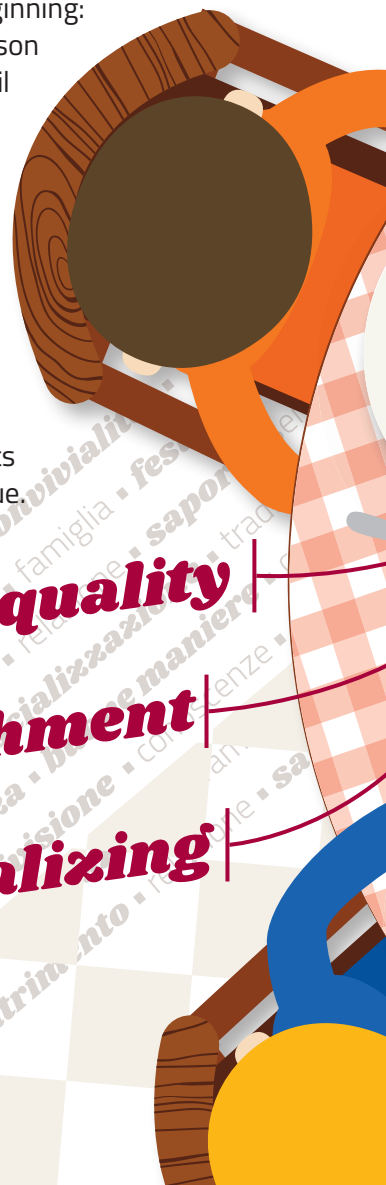
most important dishes and recipes, along with the satisfaction and joy of those who imagined and prepared them. There are social encounters and clashes, exchanges of ideas and experiences at the table. It is difficult to imagine a conversation that does not include a reference to a dining table, a recipe, recommending a restaurant to discover, or a story of gastronomic experiences.

It is thus necessary to place the act of eating in its most proper dimension, or rather, a complex act that not only involves physiological aspects, but an act also determined by psychological, social and cultural factors in a broad sense.

In fact, it is no coincidence that school meal times have been considered an "educational moment" right since the beginning:

a theoretical-practical lesson in etiquette, good manners, civil coexistence, socialization, sharing, equality and a sense of belonging to a group.

All values condensed in the short time that children and teachers spend in the cafeteria, a didactic opportunity full of numerous learning aspects and a strong educational value.



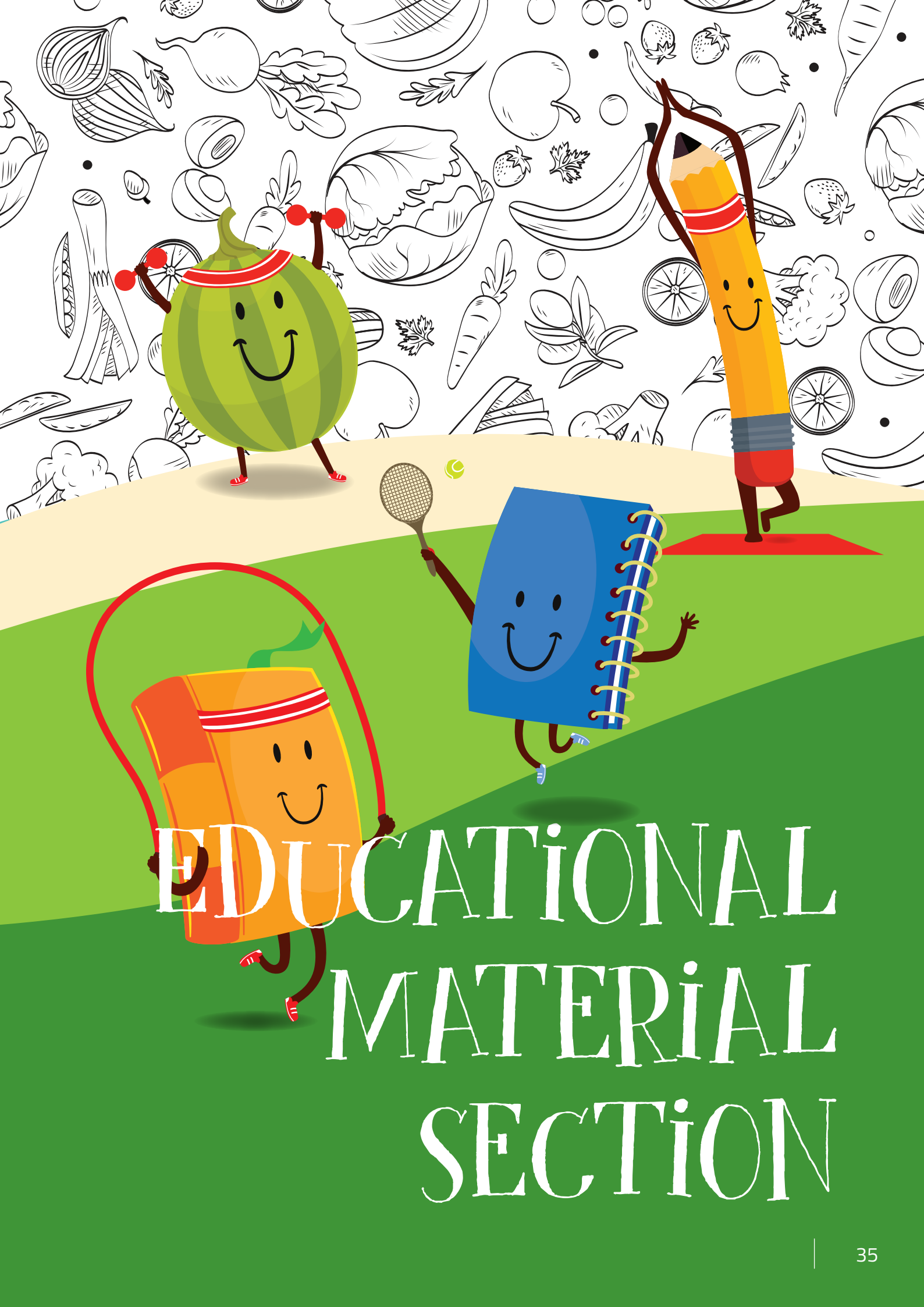
equality
nourishment
socializing



tradition

LET'S LEARN TOGETHER...





EDUCATIONAL MATERIAL SECTION



Pluck it right away

APPLES: THE ENCHANTING COMPLEXITY OF LIFE

Italy has the greatest diversity of soil types and covering and the greatest biodiversity of soil among all European and Mediterranean countries. The decrease in genetic diversity and the extinction of plant species can lead to the loss of plants which we depend on for food, shelter, medicines, etc...; therefore, the conservation of genetic resources (whether in their natural habitat, where they are adapted, or in botanical gardens and seed banks) is the key to our survival. Having different types of apples available offers the possibility of eating them for a longer period of time during the year because, thanks to their diversity, they mature in different moments, in different regions and on different soils. Apples have a varied shape, mostly spherical, with a crunchy pulp, sometimes floury, and a skin with various colors. The numerous varieties are classified according to the ripening period.

.....and now let's start the game!

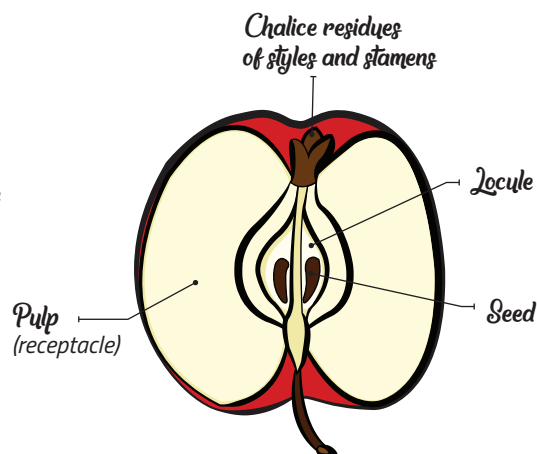
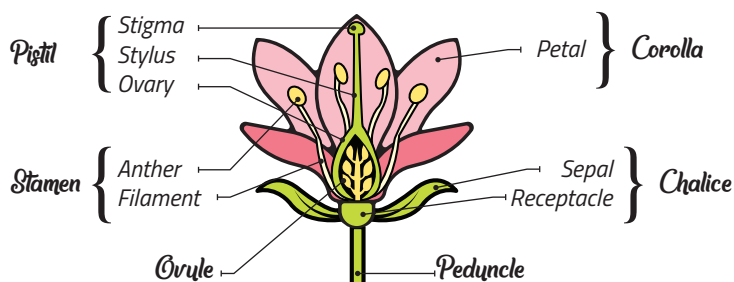
Draw four trees, one for each season. Look for and cut out all the types of apples that you can find in newspapers, magazines, flyers, or take photos at the market and print them. Then paste them on the tree of the corresponding season specifying the name of the variety on the image you found.

Also indicate:

- the name of each apple
- the season in which they ripen
- the features regarding color, flavor, aroma and area of origin.

2014

2015

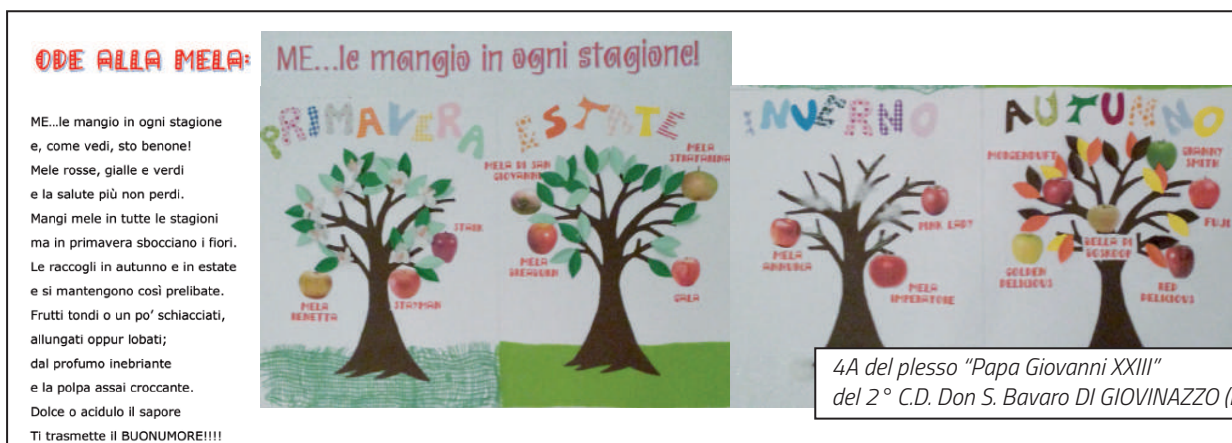




5E della Scuola Primaria dell'I.C. Tadini di Cameri (NO)



2A del plesso "via Serrenti, 72" dell'IC Fregene - Passoscuro di Passoscuro - Fiumicino (RM)

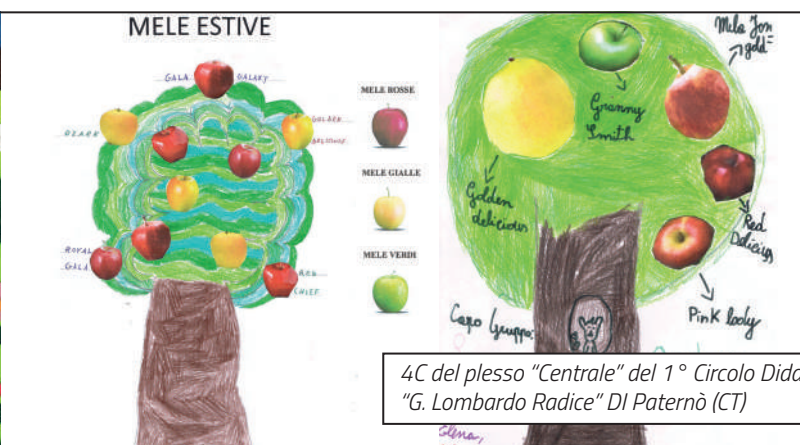


ODE ALLA MELA:

ME...le mangio in ogni stagione
e, come vedi, sto benone!
Mele rosse, gialle e verdi
e la salute più non perdi.
Mangi mele in tutte le stagioni
ma in primavera sbocciano i fiori.
Le raccogli in autunno e in estate
e si mantengono così prelibate.
Frutti tondi o un po' schiacciati,
allungati oppure lobati;
dal profumo inebriante
e la polpa assai croccante.
Dolce o acidulo il sapore
Ti trasmette il BUONUMORE!!!!



4A del plesso "Papa Giovanni XXIII" del 2° C.D. Don S. Bavaro DI GIOVINAZZO (BA)



4C del plesso "Centrale" del 1° Circolo Didattico "G. Lombardo Radice" DI Paternò (CT)



Aiming and re-aiming at the fruit

DIARY OF FRUIT AND VEGETABLES CONSUMPTION

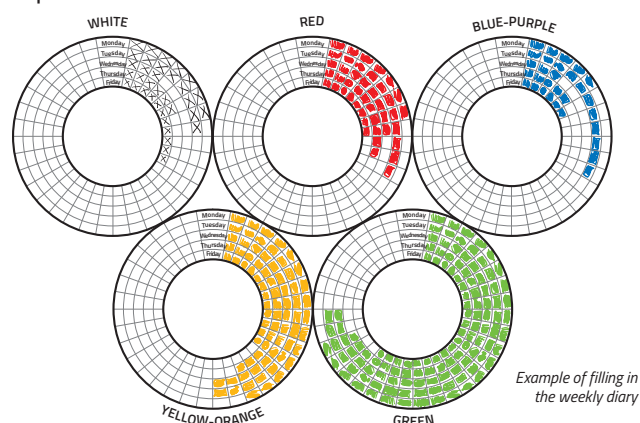
AIMING AT THE FRUIT is a class diary regarding the consumption of fruit and vegetables over a period of 5 days.

The purpose of the weekly diary is to display the portions of fruit and vegetables eaten by the children and the teacher over five days, coloring the circles according to the portions consumed, distinguishing the five colors of the fruit and vegetables, and promoting, therefore, a varied diet which is a guarantee of an appropriate and balanced supply of nutrients.

In the annexes section you will find a drawing with the five rings of the Olympics, where each ring expresses the color of vegetables (white, red, blue, yellow-orange, green) divided, in turn, into five concentric circles, one for each "school" day of the week. Each square is a consumed serving of fruit or vegetables and should be colored with the corresponding color (for white, an X is made in the square): for example, if a child eats two green fruits and two green vegetables during the day, four colored green squares should be colored, followed

by another child's green squares, and so on, thus accounting for the number of green vegetables consumed by the entire class during the week.

The weekly food diary should be representative of the entire class, including the teacher, who will verify that it is completed every day, recording both what is eaten in the classroom/cafeteria, and what the children report having eaten at home for breakfast or the day before. The teacher will obviously guarantee the truthfulness of what is reported.



DIARY

Photocopy the diary on page 81

Let's look at a few products and their colors

○ **WHITE:** Bananas, Cauliflowers, Fennel, Pears, Leeks, White turnips;

● **RED:** Black cherries, Watermelon, Blood oranges, Red cabbage, Cherries, Strawberries, Raspberries, Red apples, Pomegranate, Red peppers, Tomato, Pink grapefruit, Red radicchio, Red turnips, Radishes, Currants;

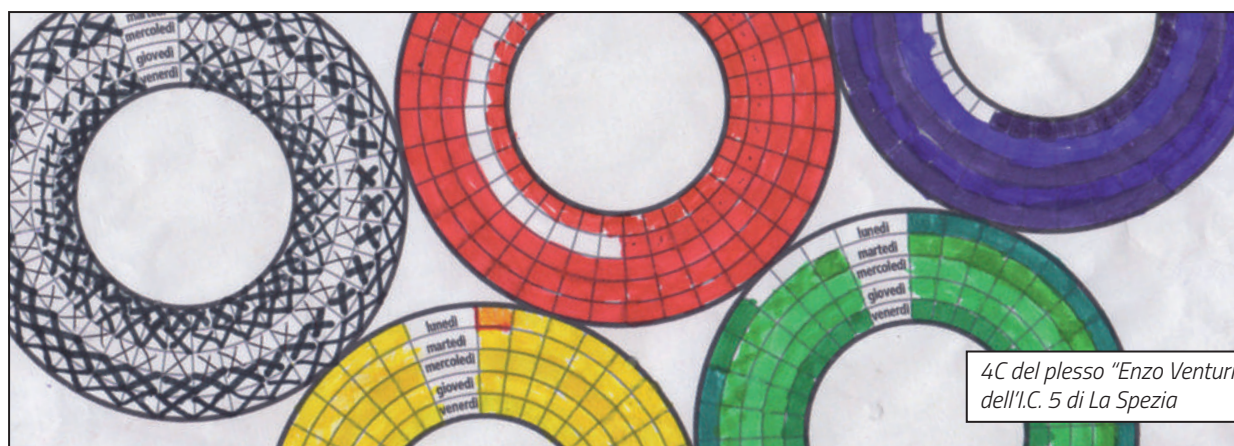
● **BLUE-PURPLE:** Purple carrots, Figs, Aubergines, Blueberries, Blackberries, Plums, Radicchio, Blackcurrants, Sloes, Grapes;

● **YELLOW-ORANGE:** Apricots, Oranges, Pineapples, Carrots, Mango, Clementines, Mandarins, Yellow Apples, Melons, Yellow Peppers, Yellow Peaches, Yellow Grapefruit, Pumpkin;

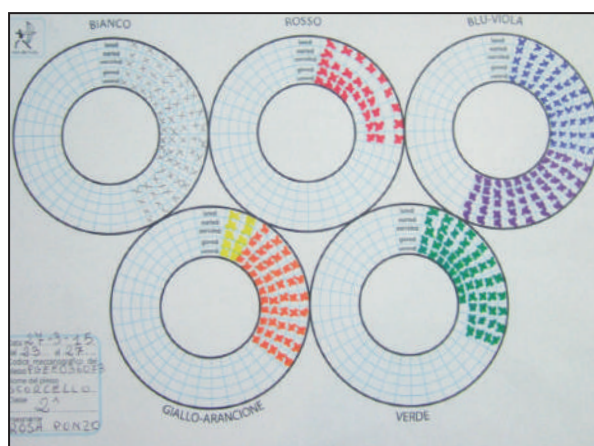
● **GREEN:** Asparagus, Broccoli, Artichokes, Brussels sprouts, Green cabbage, Cucumbers, Watercress, Kiwi, Endive, Salad, Green apples, Green peppers, Peas, Rocket, Celery, Spinach, Grapes, Savoy cabbage, Zucchini.

Freshly squeezed juice, shakes and centrifuges are to be considered equivalent to a serving of fruit and vegetables. Onions count (white or red) only if consumed as a side dish.

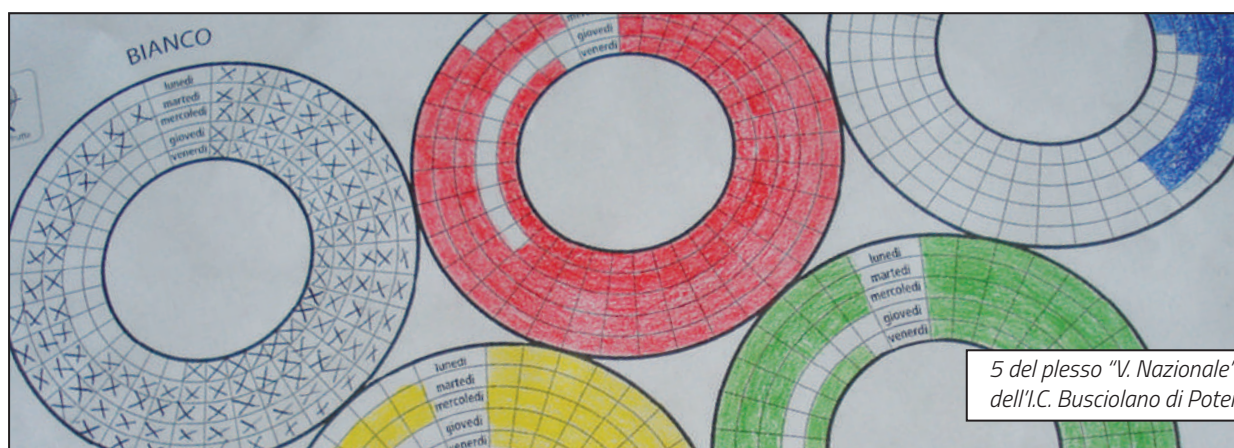
For the purposes of the diary, fruit juices, ice cream and potatoes (which, please mind, are not a vegetable) are not considered valid.



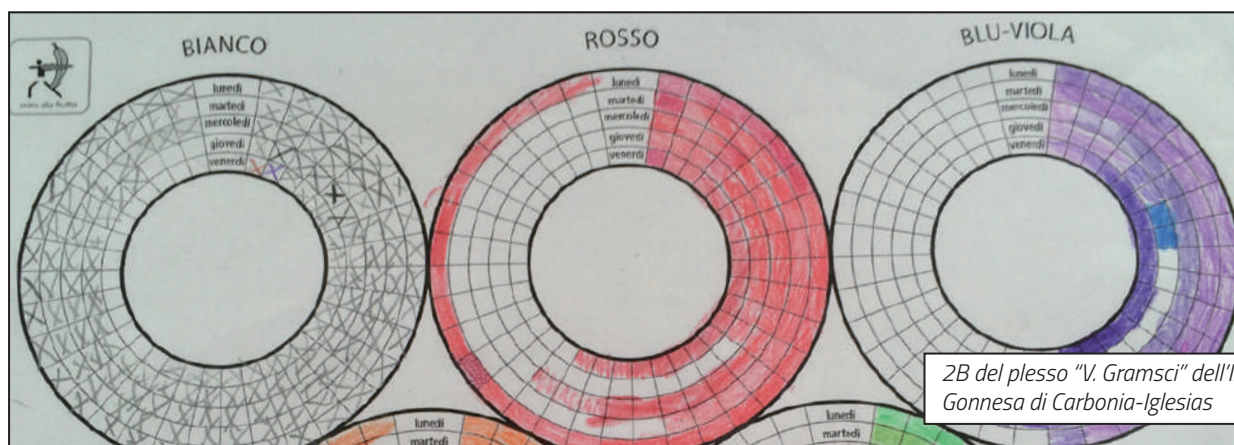
4C del plesso "Enzo Venturini" dell'I.C. 5 di La Spezia



2 del plesso "Scorcello" del 1° Circolo Didattico di Gubbio (PG)



5 del plesso "V. Nazionale" dell'I.C. Busciolano di Potenza



2B del plesso "V. Gramsci" dell'I.C. S. Gonnese di Carbonia-Iglesias





Modern Pentachrome

THE FANTASTIC 5: LET'S GIVE COLOR TO OUR DISHES

Fruit and vegetables form a rainbow of colors, each with its own features. Only by varying and associating the different colors can you experience all the richness of nature.

Let's see which are the colors of fruit and vegetables:

- **RED:** includes Black cherries, Watermelons, Blood oranges, Red cabbage, Cherries, Red onions, Strawberries, Raspberries, Red apples, Pomegranate, Cranberries, Red peppers, Tomatoes, Pink grapefruit, Red radicchio, Red turnips, Radishes, Red currants, Red grapes.
- **YELLOW-ORANGE:** includes Apricots, Oranges, Carrots, Mandarins, Melons, Yellow peppers, Yellow peaches, Peaches, Yellow grapefruit, Pumpkins.
- **BLUE-PURPLE:** includes Purple carrots, Figs, Aubergines, Blueberries, Blackberries, Plums, Black currant, Sloes, Black grapes.
- **GREEN:** includes Asparagus, Broccoli, Artichokes, Brussels Sprouts, Green Cabbage, Cucumbers, Watercress, Kiwi, Endive, Lettuce, Green Peppers, Peas, Rocket, Celery, Spinach, Grapes, Savoy cabbage, Zucchini.

And finally there's the family of

○ **WHITES:** i.e. Bananas, Cauliflowers, Onions, Fennels, White peaches, Pears, Leeks, White turnips.

All the compounds that give color to plants are equally important, as are minerals, vitamins, water and dietary fiber, which is an integral part of fruit and vegetables and helps us not only to maintain intestinal regularity effective, but also to reach a sense of satiety.

2014

2015

.....and now let's start the game!!!!

Divide the class into several teams (the teacher decides the number of pupils in each team).

Assign each team one or more courses from a menu to be invented, with whatever ingredients you choose, as long as each dish contains at least one fruit, different each time and belonging to one of the five colors (white, red, blue-purple, yellow-orange and green). Each team member will then have to find out, by asking their family members, friends or through research, which dishes can be prepared with fruit for the assigned course.

WARNING!!

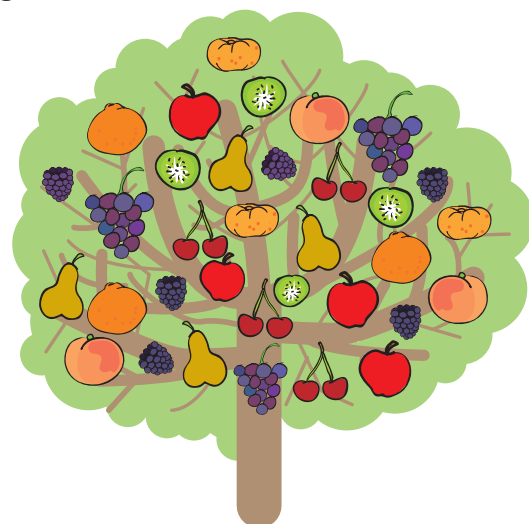
When creating the dishes, you should not go overboard with seasonings and sugar. Then, in class, with the help of the teacher, you will need to choose a dish for each course, making sure that each dish on the menu is one of the five colors, and thus prepare the class menu, drawing it or creating it graphically, as you please. Find an original name for each dish, which highlights the main ingredients, for example for a red color side dish could be:

"Triumphant pomegranate on a bed of sliced salad with balsamic vinegar"

Here are the menu's 5 dishes:

- Starter
- First course
- Second course
- Side dish
- Sweet

Remember: each serving must contain a different colored fruit!!!





4A del plesso "XXV Aprile"
del D.D. "A. Frank" di Torino



3 del plesso "Santa Luce" dell'I.C.
"G. Mariti" di Santa Luce (PI)



2 dell'Istituto Monsignor Pica-Religiose
dei Sacri Cuori di Sant'Arsenio (SA)



4C dell'I.C. "Luigi Capuana"
di Mineo (CT)



Rightweights

THE MEDITERRANEAN DIET

Heritage for our health

In the past, the populations of the Mediterranean consisted mainly of farmers or (on the coast) fishermen who ate the products they cultivated (or the fish they caught) and only rarely small quantities of meat from animals raised in the courtyards. These habits, facilitated by climatic and geographic conditions favorable to agriculture and fishing, determined the birth of the "Mediterranean Diet".

.....and now let's start the game!

Let's rediscover the tastes of ancient flavors

At home, please, interview an elderly person and ask them:

- what fruit and vegetables he/she used to

eat as a child, and, if they had a vegetable garden, what fruit and vegetables they used to cultivate?

- how they were prepared and why they used those specific types of foods?

In class:

- please, discuss what you were told at home, and compare your stories with those of your classmates;
- indicate which types of fruit and vegetables are grown, prepared and eaten today where you live;
- place all details on a chart, highlighting the differences between the "past" and "present".

2014

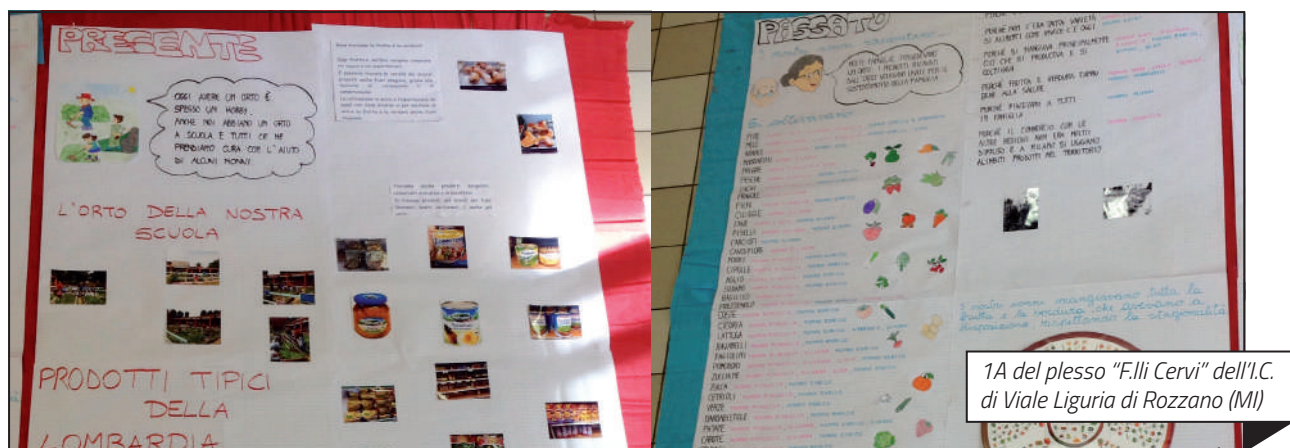
2015



YESTERDAY



TODAY





Fabletennis

A FABLE OF A TABLE

T...as in Tradition

an added value to one's land

An agri-food product is defined as being "traditional" when it is strongly linked to the production area. It should not be confused with local products which are grown in a specific place, even without necessarily being tied to their culture and tradition. A traditional product, on the other hand, is not just linked to the environmental features of the production area, but also to the processing methods resulting from human intervention in that territory and therefore excludes the possibility that the same product may be found with the same characteristics in other areas.

.....and now let's start the game!

Make the fable fruitful

Choose the fairy tale, story, cartoon or film you prefer and use fruit and vegetables to represent its characters, using at least one fruit and vegetable that is traditional in your region. Represent a scene from the story, using the techniques and materials you prefer. You can disguise yourself or create compositions with real fruit and vegetables, playdough, collages, tempera drawings, crayons, pencil drawings, markers, etc.

Now put your work on a chart, so you will need to:

- invent a name for the scene;
- describe what the scene represents, maximum 15 lines;
- take a picture of it;
- indicate the fruit and vegetables of your choice (traditional in your area).

2014

2015



Sicilian **blood oranges**



S. Marzano tomato
from Agro
Sarnese-Nocerino
(Campania)



Romanesco
Artichoke from Lazio



Val Di Non apple
(Trentino Alto Adige)



1A del plesso "F.lli Cervi" dell'I.C. di Viale Liguria di Rozzano (MI)

LITTLE RED RIDING HOOD FROM PESCIA

Once upon a time there was a nice little lettuce named ROSSINA who lived in the Pescia countryside. One fine day mother LETTUCE told her to visit Grandmother EGGPLANT who lived in Uzzano. She prepared a basket full of tasty vegetables: artichokes, celery, carrots, radishes, tomatoes and asparagus and began walking in the woods. In the woods, however, she met RED PEPPER, the terrible wolf, but she was not afraid. She told only RED PEPPER that she was going to visit her grandmother. The wolf then rushed off, went to grandmother EGGPLANT and ate her. Upon arriving, LITTLE ROSSINA RIDING HOOD did not find grandmother EGGPLANT in bed, rather she found the WOLF.



1A della Scuola Primaria "A. Bartolozzi" dell'I.C. Pescia 2 di Uzzano (PT)



1A del plesso "G. Rodari" dell'I.C.S. "V. Tiri" di Corigliano Calabro (CS)



2B del plesso "Via Gramsci" dell'I.C. Gonnese di Carbonia-Iglesias



Hockey of the senses

Hockey sui sensi LET'S TRAIN THE "SENSE" OF FRUIT

TRADITION THROUGH THE SENSES

A traditional product has peculiar features, associated to its position within the local tradition and culture, the geographical location of the production area, the quality of the raw material and the production techniques. Knowing traditional products is important because it increases the feeling of belonging to your region.

We train the senses to better understand and appreciate the flavors of our land. In fact, through the use of our senses we can learn to grasp all the distinctive nuances of a product and taste it fully through the sensations it can cause. Each sense has its role and participates in a specific moment.

.....and now let's start the game!

Playing with words is always fun: let's make

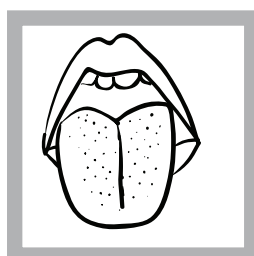
words meet culture and tradition. Choose a fruit or vegetable that is traditional for your area and make it the keyword of a crossword puzzle that you will create, according to the method you prefer, as in the examples below.

Represent the solved crossword on a large sheet of paper, indicating its definitions. On the same large sheet of paper, make a drawing, using the techniques and materials you prefer (tempera, crayons, pencil, markers, etc.), of the fruit/vegetable you have chosen, and practice describing all the perceptions aroused by tasting on your senses (sight, hearing, smell, taste and touch).

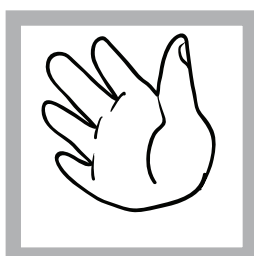
Invite other classes to a composition or resolution competition!

2015

2016



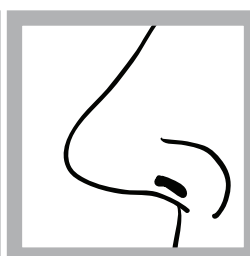
taste



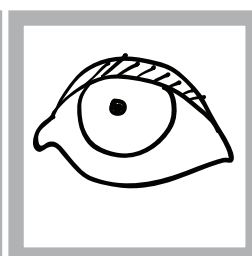
touch



hearing



smell



sight

Esempio 1



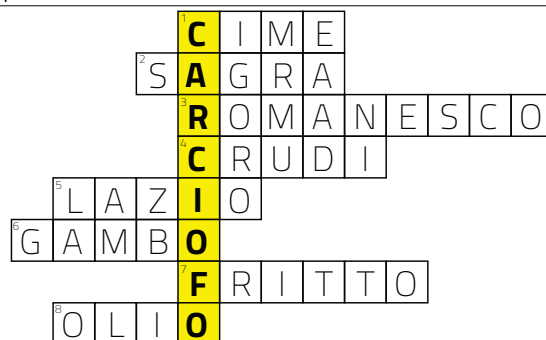
ORIZZONTALE:

1. articolo maschile
3. si abita
6. parassiti
8. si danno con gli appuntamenti
10. Imperia
12. Empoli
13. quello di Mameli è nazionale
14. andato, partito
17. calura, canicola
19. protegge dalle onde
20. né io né noi

VERTICALI:

2. articolo femminile
4. altare pagano
5. ne senti il canto Ulisse
7. non qui
9. profondo
11. il contrario di sempre
15. taeggio all'inizio
16. Fermo
18. il contrario di giù

Esempio 2



DEFINIZIONI:

1. quelle di rapa si gustano con le orecchiette pugliesi
2. è famosa quella dei porcini di Lariano
3. è anche una varietà di broccolo
4. finocchio, pomodori e sedano si mangiano così
5. nell'insalata
6. il carciofo alla giudia è tipico di questa regione
7. così si mangia il fiore di zucca, ripieno di mozzarella e alici
8. quello d'oliva è il migliore

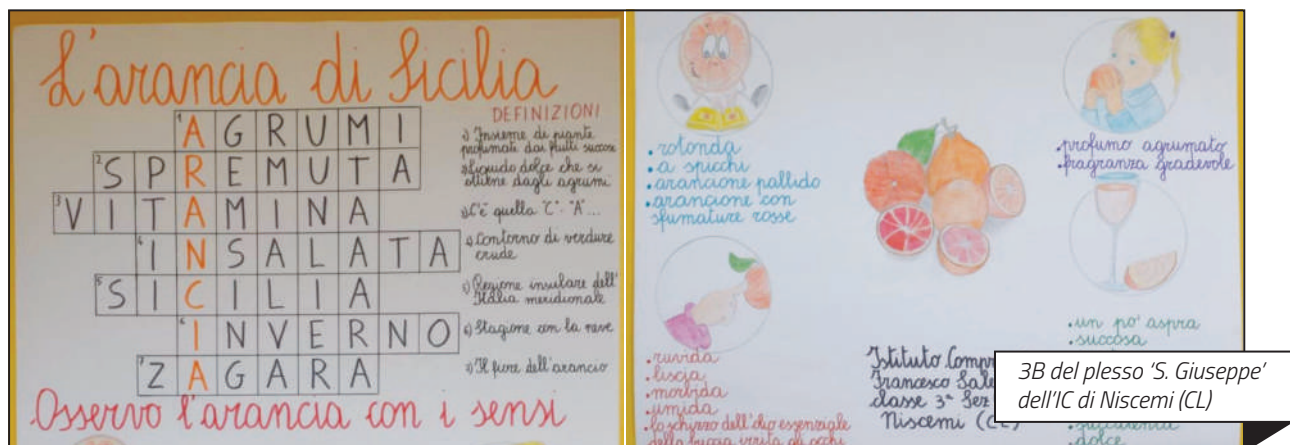
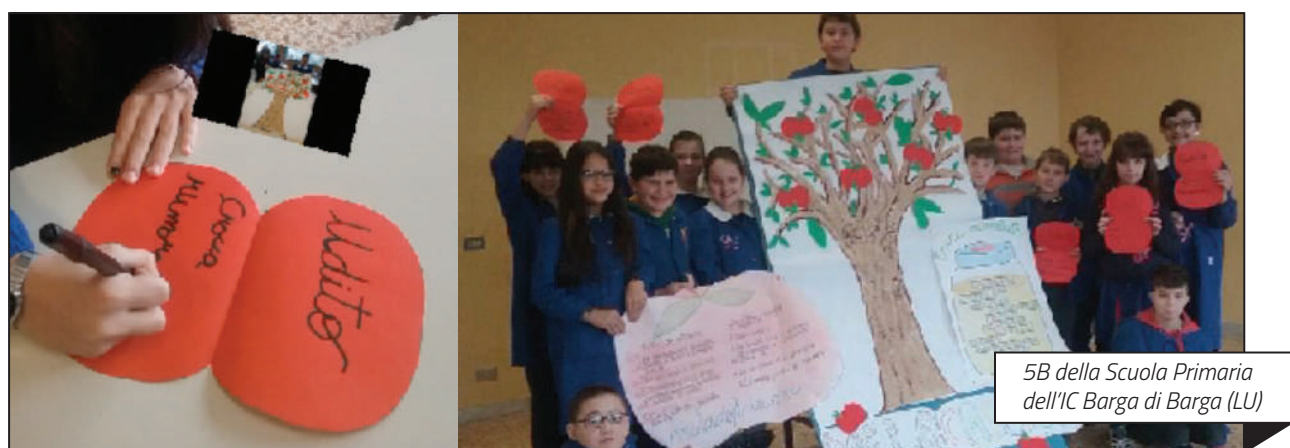


Plate throwing

INVENT A NEW DISH USING FRUIT AND VEGETABLES

Choose fruit and vegetables of all colors to enrich your dishes with taste and health.

This should be the first rule to follow in choosing what we bring to the table: be plentiful with the servings of vegetables, based on the variety of their colors and seasonality. Fruits and vegetables form a rainbow of colors, each with its own features; only by varying and associating the different colors you can experience all the richness of flavors and aromas of nature.

.....and now let's start the game!

Think of a single course (first course, second course or side dish of your choice; a fruit salad doesn't count!) that comprises, when choosing the ingredients, fruit and vegetables belonging to the five colors of health (red, green, blue-violet, yellow-orange and white); the quantities of the individual ingredients must be adequate and not only used as a decoration of the dish. Remember that at least one of the chosen ingredients must be a fruit.

Find an original name for the chosen dish, which highlights the main ingredients, for example: "Jubilation of strawberries on a bed of salad in coconut sauce".

Then, with the help of the teacher or parents, try to actually make the dish.

WARNING!!

When creating the dishes, you should not go overboard with condiments and sugar.

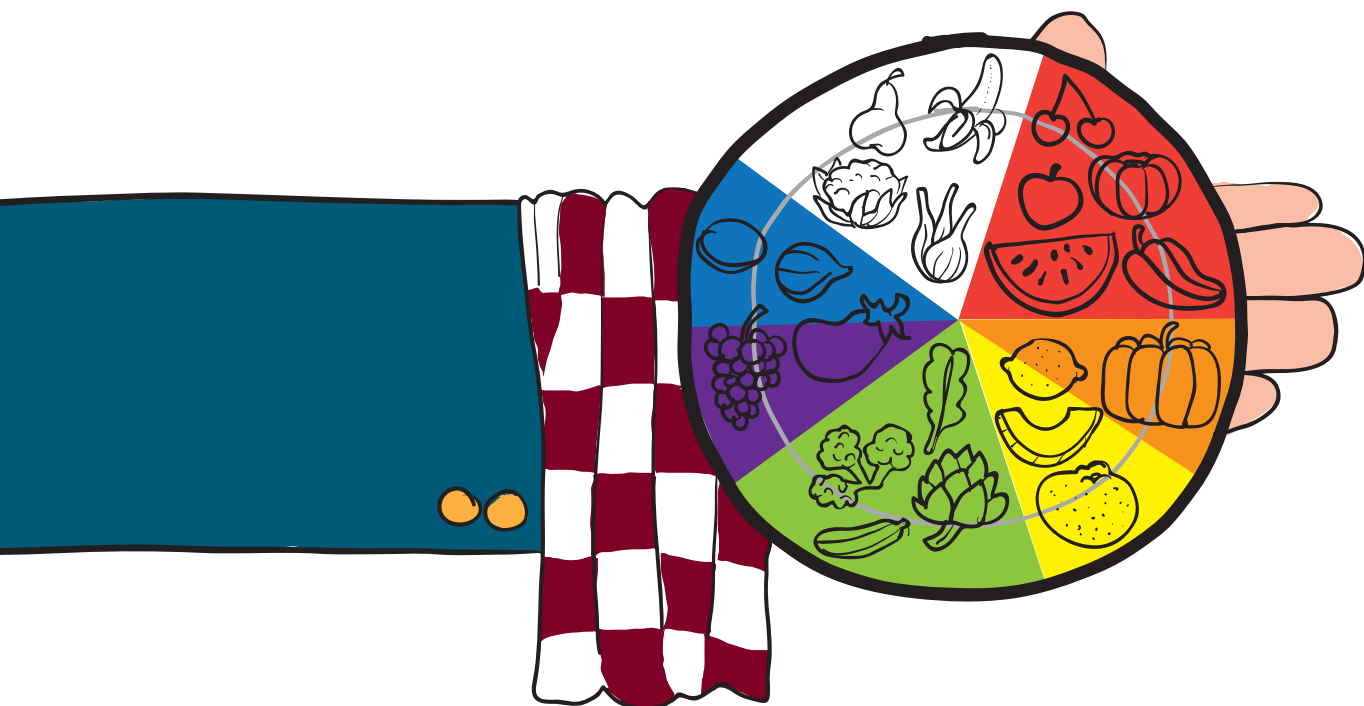
REMEMBER: the dish **MUST** contain **ALL** the 5 colors of health!!!

Now, all you need to do is:

- create the recipe by listing all the ingredients
- represent, by using the technique and material you prefer (temper, crayon, pencil, marker drawings etc.), the unique dish you created.

2015

2016





4B del plesso "Codazzi- Gardenghi" dell'I.C. Lugo 1 Baracca di Lugo (RA)

SCUOLA PRIMARIA S.PERTINI

OLIMPIADI DELLA FRUTTA

SPECIALITÀ LANCIO DEL PIATTO

RICETTE

BARRIERA CORALLINA DI CAROTE, PEPERONI, POMODORI, MELANZANE, ZUCCHINE, OLIVE E FRUTTA SECCA IN QUANTITÀ PER PESCI DI OGNI TIPO

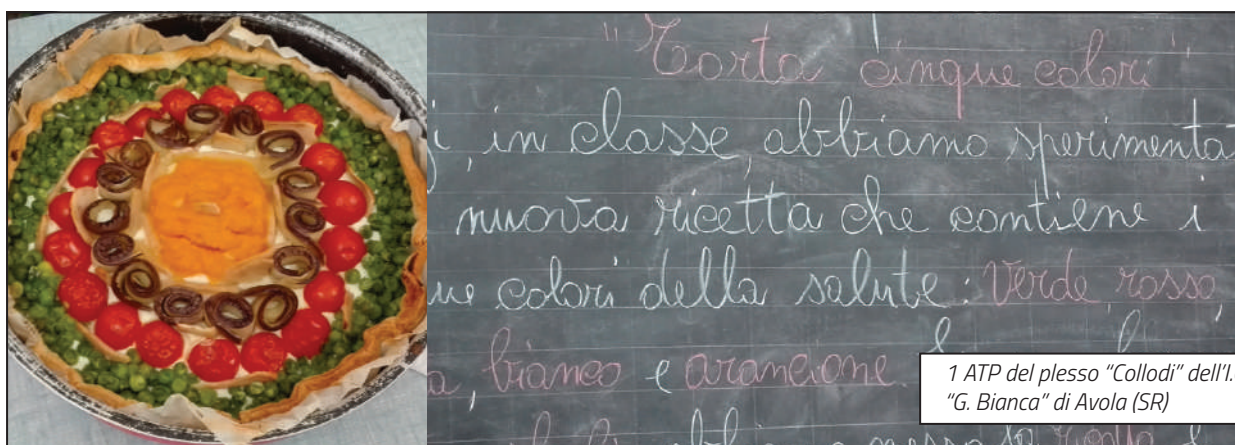
Pulire e tagliare le verdure a dadini, cuocerle in pentola con soffritto di olio, aglio e cipolle. Nel frattempo pulire il pesce (a piacere), tagliato anch'esso a pezzetti. Unire il pesce alle verdure, porre il tutto in una teglia adatta e ripassare in forno per 20 minuti circa.



2B del plesso "Sandro Pertini" dell'IC Spinetoli-Pagliare di Spinetoli (AP)

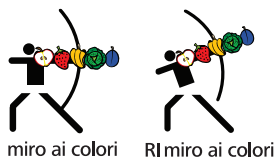


2A del plesso "Don Vincenzo Avallone" del Circolo Didattico di Forio e Serrara Fontana di Forio (NA)



1 ATP del plesso "Collodi" dell'I.C. 2 "G. Bianca" di Avola (SR)





Aiming and re-aiming at the colors

DIARY OF FRUIT AND VEGETABLES CONSUMPTION

AIMING AT COLORS is a class diary regarding the consumption of fruit and vegetables over a period of 5 days. The purpose of the weekly diary is to display the servings of fruit and vegetables eaten in the classroom by the children and the teacher over a five-day period and thus to promote a varied diet, ensuring an appropriate and balanced supply of nutrients. You could challenge another class in the school!

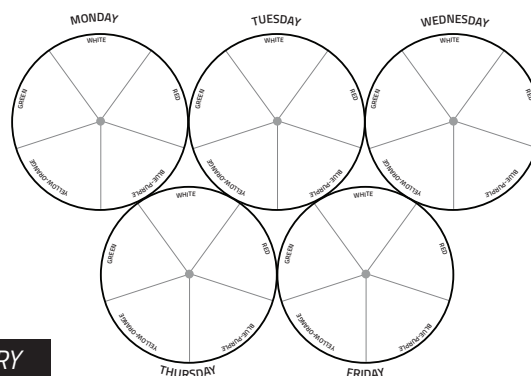
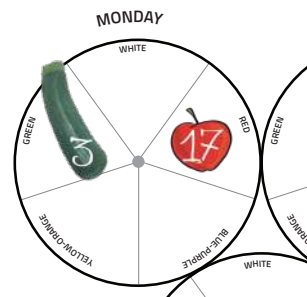
...and now let's start the game!!!!

Diary with the five Olympics rings: each ring indicates a day of the week, divided internally into five parts, each of which represents one of the five colors of well-being (diary).

Every day, draw or cut out images from magazines, the fruit/vegetable actually eaten in front of the classmates, paying attention to insert the drawing, or the image to be pasted, in the box with the corresponding color (for example, if you eat a red apple on Monday, draw the apple in the red portion inside the Monday circle). In order to make up a full portion, the fruit must be eaten entirely; the teacher and classmates will verify that this actually takes place. Don't cheat!!!

Since many children will probably be eating the

same fruit/vegetable, draw the fruit/vegetable only once by entering the number of servings within the drawing. For example, if in a class of 20 children, on Monday, 17 eat a red apple and 3 eat a courgette, you will need to draw or paste in the red box a single red apple with the number 17 inside it, while in the green box of the same day you will need to draw or glue the courgette with the number 3 inside, as per the drawing.



DIARY

Photocopy the diary on page 82

Here are a few products and their colors

○ **WHITE:** Bananas, Cauliflowers, Fennel, Pears, Leeks, White turnips;

● **RED:** Black cherries, Watermelon, Blood oranges, Red cabbage, Cherries, Strawberries, Raspberries, Red apples, Pomegranate Red peppers, Tomatoes, Pink grapefruit, Red radicchio, Red turnips, Radishes, Currants;

● **BLUE-PURPLE:** Purple carrots, Figs, Aubergines, Blueberries, Blackberries, Plums, Radicchio, Blackcurrants, Sloes, Grapes;

● **YELLOW-ORANGE:** Apricots, Oranges, Pineapples, Carrots, Mango, Clementines, Mandarins, Yellow Apples, Melons, Yellow Peppers, Yellow Peaches, Yellow Grapefruit, Pumpkin;

● **GREEN:** Asparagus, Broccoli, Artichokes, Brussels sprouts, Green cabbage, Cucumbers, Watercress, Kiwi, Endive, Salad, Green apples, Green peppers, Peas, Rocket, Celery, Spinach, Grapes, Savoy cabbage, Zucchini.

Freshly squeezed juice, shakes and centrifuges are to be considered equivalent to a portion of fruit and vegetables. Onions count (white or red) only if consumed as a side dish. For the purposes of the diary, fruit juices, ice cream and potatoes (which, remember, are not a vegetable) are not considered valid.



1B dell'I.C. Da Melo Mel del plesso "Dante Alighieri" di Mel (BL)



3B dell'I.C. Montelucci di Colleferito di Guidonia (RM)



4C dell'I. C. De Amicis di San Ferdinando di Puglia (BT)



3E del Primo Istituto Comprensivo del plesso "Via Fuentes" di Gela (CL)





Legume leap

NUTRITIOUS SEEDS FOR A SUSTAINABLE FUTURE

Via the slogan “**nutritious seeds for a sustainable future**”, the United Nations General Assembly declared 2016 as the the International Year of Legumes, to raise awareness and increase attention with regard to the many benefits of legumes.

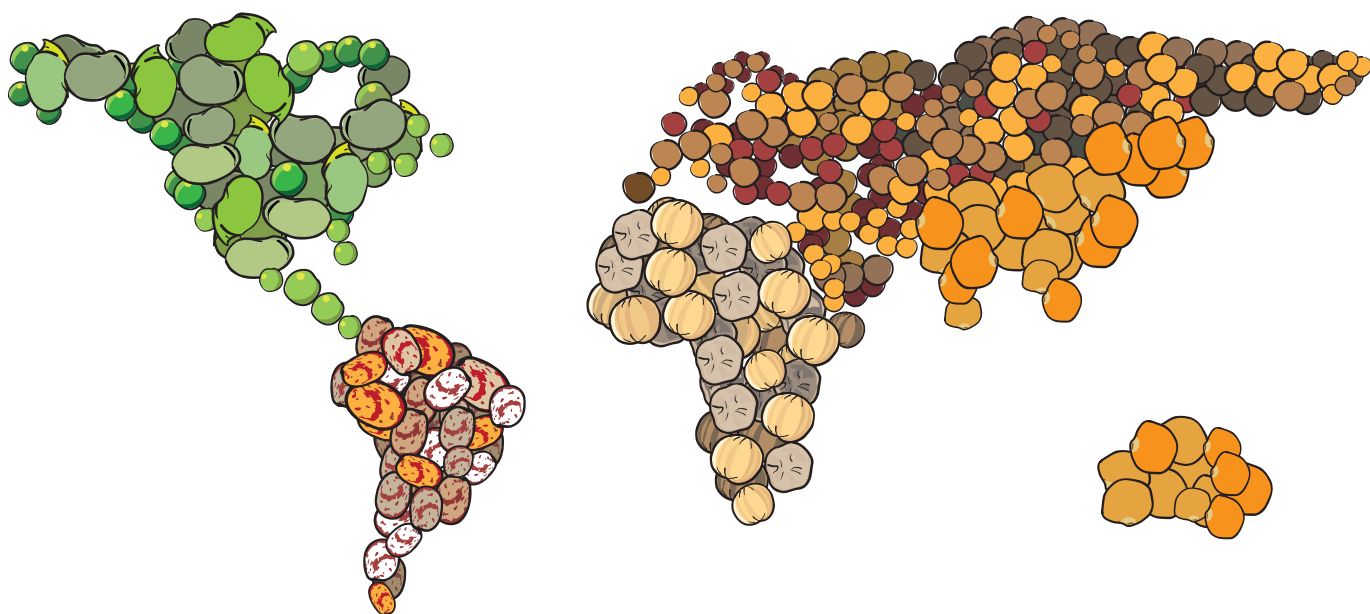
Beans, lentils, chickpeas, peas, broad beans (including lupines, soybeans, etc.) are the seeds of leguminous plants. There are many varieties of each with different colors and flavors. All of them, however, have in common precious nutritional features: they constitute, in fact, a good source of carbohydrates, dietary fiber (especially in the most external parts of the seed), B vitamins and minerals (phosphorus, iron and calcium), but above all they are a good source of plant protein, at a low cost.

Legumes are “ancient” foods. They are mentioned in the Old Testament and the Iliad, and traces of their use have been found in the Egyptian Pyramids. They are called “the meat of the poor” because up until the 1950s, farmers and peasants in Italy lived (and survived) thanks to legumes (mainly cooked in soup, either on their own or all together, with or without cereals) because they are foods rich in proteins and nutrients.

Legumes are very ancient plants, widespread all over the world thanks to their ability to adapt to various soils and to different climatic conditions. They are protective foods, very useful to humans and also particularly appreciated for their nutritional value.

.....and now let's start the game!

Choose a historical era and do some research on the use and consumption of legumes during that period, tell in 15 lines maximum the information collected on the types of legumes consumed and the methods of consumption. Represent (through a painting, a sculpture, a drawing, a billboard, etc.) a subject that symbolizes the chosen historical period (a scene, an object, a plate, a character, etc.); use, for the composition, all the varieties of dried legumes that you can find, listing them on the same sheet of paper used for the story.



2015

2016



DETAILED STUDY OF THE CULINARY CULTURE IN ANCIENT ROME

A historical reference point for recipes in Ancient Rome is the *DE RE COQUINARIA* by Marco Gavio Apicio (25 BC - 37 AD), a volume distributed in 10 books, which deals with the most curious ingredients and techniques for handling and processing food. Each book is dedicated to specific sectors of gastronomy, for a total of 480 recipes; the Fifth Book is dedicated to legumes. Here is, for example, the recipe for preparing 'Vitelliani Peas' (from the name of the emperor Vitellio) or 'Vicias Fabas' (= broad beans): "Cook the peas and then prepare them. Grind some

black pepper, ligustico grass, ginger and place egg yolks on top that you previously cooked and made hard, 90 g of honey, sauce, wine and vinegar. Place all these ingredients in a pan with the minced condiments. Add oil and cook. Season the peas well. If they are sour, add honey and serve. Another method for cooking peas and fava beans: foam them, chop with honey, the sauce and cooked must, cumin, rue, celery seed, oil and wine. Mix. Bring to the table sprinkled with ground black pepper and meatballs."

(De Re Coquinaria, V. III.)

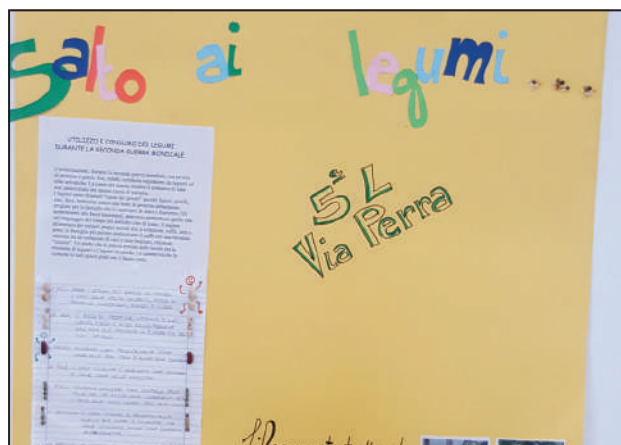
5 dell'Istituto Tondini di Codogno (LO)



4A, 4B e 5B della Scuola Primaria dell'IC G. Pascoli di Barga (LU)



1A e 2A del plesso Don V. Avallone del C.D. di Forio (NA)



5L dell'I.C. Sinnai 2 di Sinnai (CA)





gimastica artistica

Artistic Chewing

LITTLE MASTERCHEFS

Everyone knows that eating fruit and vegetables is good for us, but not everyone knows why. Their beneficial properties are not only due to the perfect balance of water, sugars, vitamins and minerals, but also to dietary fiber and some special components, which carry out a protective action and color the vegetable products, while giving them the characteristic flavors and aromas!

Fruits and vegetables form a rainbow, each with its own features; only by varying and associating the different colors you can experience all the richness of flavors and aromas of nature.

.....and now let's start the game!

As of today the class will turn into a restaurant to which you will have to give an original name and where every day of the week you will invent a special dish together.

Each dish must contain fruits and/or vegetables belonging to only one of the 5 colors of health. You will need to match a color to each day/course, avoiding repeating it in subsequent preparations.

From Monday to Thursday, therefore, you will choose one of the 5 colors for each day, and it must always be different. On Friday you can use them all!

Here are the dishes to prepare each day:

- Monday - appetizer (e.g. red)
- Tuesday - first course (e.g. green, etc.)
- Wednesday - second course
- Thursday - side dish
- Friday - artistic composition of fruit and/or vegetables to be created in the classroom.

One or more pupil will then, if possible, make the course of each day (appetizer, first course, main course, side dish) at home with the help of their families: wouldn't it be great if they could also have the other classmates taste it?

The fifth day will be dedicated to the creation, in class, of an artistic representation, made with fruit and vegetables of all colors.

A WORD OF WARNING, seasonings should be limited and no sugar should be added when preparing the dishes. The menu should be listed just like in a real restaurant on the menu card.

2016

2017



1° - 2 del plesso "G.B.L. Badarò" dell'IC Andora- Laigueglia di Laigueglia (SV)



2 del plesso "Santa Marta"
dell'IC Capena di Capena (RM)



2D del VI circolo Didattico
Don Milani di Altamura (BA)



1E e 1F del plesso "Pirandello" del I
Circolo Didattico di Termini Imerese (PA)



Snowborg

SLALOM AMONG THE SENSES

The Italian Ministry of Cultural Heritage and Activities and Tourism defined 2017 as "Year of the Villages in Italy", to enhance the artistic, natural and human heritage as a determining component of the country's cultural and tourist proposal.

"The villages throughout the territory of our regions, rich in history, culture and traditions, are the cornerstone for the growth of sustainable tourism, capable of creating authentic experiences for visitors, while allowing the harmonious development of the communities that live there - said Minister Franceschini-. The Year of the Villages will be an important moment to promote these realities that contribute so much to the quality of life in our country."

The beauty of our territory, however, is not only linked to the architectural or landscape splendor. It is also enriched by the inseparable bond with local agri-food products, often associated with ancient knowledge. The typical products of regions are in fact an integral part of the memory and wealth of the area, a heritage of traditions, gestures and civilizations. They add value to the territory, but also knowledge and flavors to our life. This is why

we should get to know them well!
.....and now let's start the game!

Children, how much do you know about your area and its products? Find a fruit or vegetable among the traditional food products of your region, perhaps choosing it among the least known.

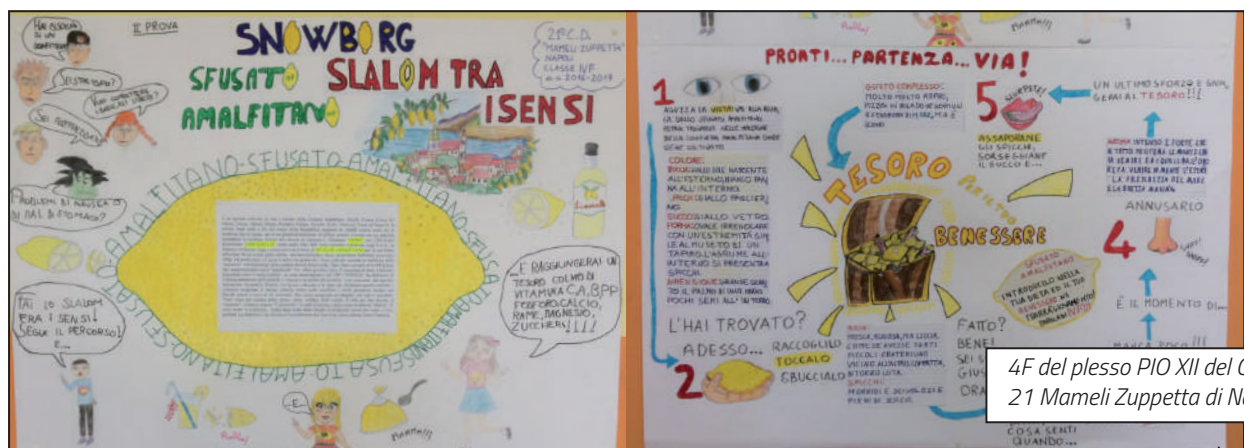
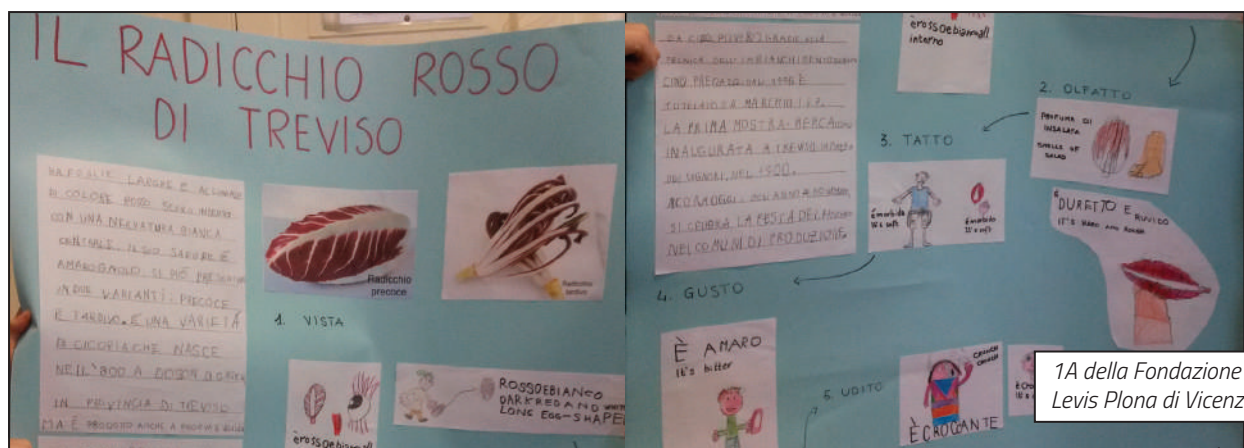
Bring it to class and describe all the sensory perceptions it arouses, grouping them according to the involved sense (sight, hearing, smell, taste and touch).

Then, tell your story in 20 lines: from the origins, passing through the cultivation methods if you consider them interesting, up to how they are placed among the uses and customs of your territory's tradition. In a nutshell, describe the traditional aspects.

Then, create a sheet, where you will transfer the content of the 20 lines, and then a 5-stage itinerary, corresponding to the 5 senses. In each stage (therefore for every sense) you will tell, using the method you prefer, the perceptions you experienced (sight, hearing, smell, taste and touch).



2016
2017





Fruitball and Fruitball2

DIARY OF FRUIT AND VEGETABLES CONSUMPTION

FRUITBALL is a class diary regarding the consumption of fruit and vegetables over a period of 5 days.

The purpose of the weekly diary is to measure and display the servings of fruit and vegetables eaten in the classroom by the children and the teacher over a five-day period, and thus to promote a varied diet, ensuring an appropriate and balanced supply of nutrients.

In this case, the diary is created using five soccer fields: every day of the week (Monday to Friday) you have to play a game that sees the fruit team and the vegetable team as challengers, each consisting of five players, each of whom represents one of the five colors of well-being. Put five football fields on a large sheet of paper, as per the example, allowing your creativity and originality to run free.

Every day of the week, write on the player's shirt, in the correct color, the total number of servings of fruit or vegetables actually eaten by the class in front of the classmates (for example, if you eat only one red apple on Monday write 1 in the red shirt inside the

fruit's half-field side of the Monday game). In order to make up a full portion, the fruit must be eaten entirely; the teacher and classmates will verify that this actually takes place. Don't cheat!!!

Since a lot of the children will be eating the same fruit/vegetable or even fruit or vegetable of the same color, write the sum of the fruit/vegetables only once by entering the number of portions within the drawing. For example, if in a class with 20 children, on Monday, 15 eat red apples, 2 eat strawberries and 3 eat a courgette, you will need to write the number 17 in the red shirt of the fruit's half-field side, whereas you will write the number 3 in the green shirt of the vegetables' half-field side. Write the result next to the field of each day, that is the sum of all portions of fruit and all portions of vegetables. As in the following drawing.

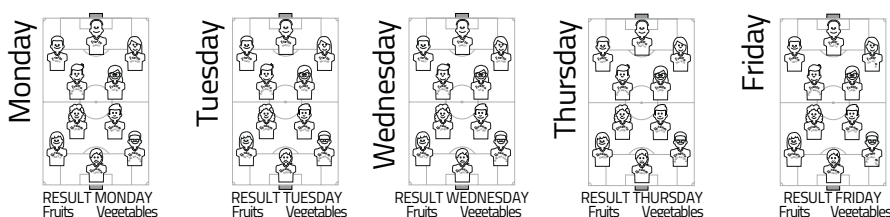
Remember that the correct serving of fruit is equivalent to about 150 g (1 medium fruit or two small fruits), one of vegetables is equivalent to 250 g (1 fennel, 2 artichokes ...) and one of salad is equivalent to 50 g.

2017

2018

PLAYING FIELD SHEET

Photocopy the field found on page 83



Example on how to set up the playing sheet: photocopy the football field 5 times, one copy for each day and paste on a large sheet of paper, then write down the reference day.

Here are a few products and their colors

○ **WHITE:** Bananas, Cauliflowers, Fennel, Pears, Leeks, White turnips;

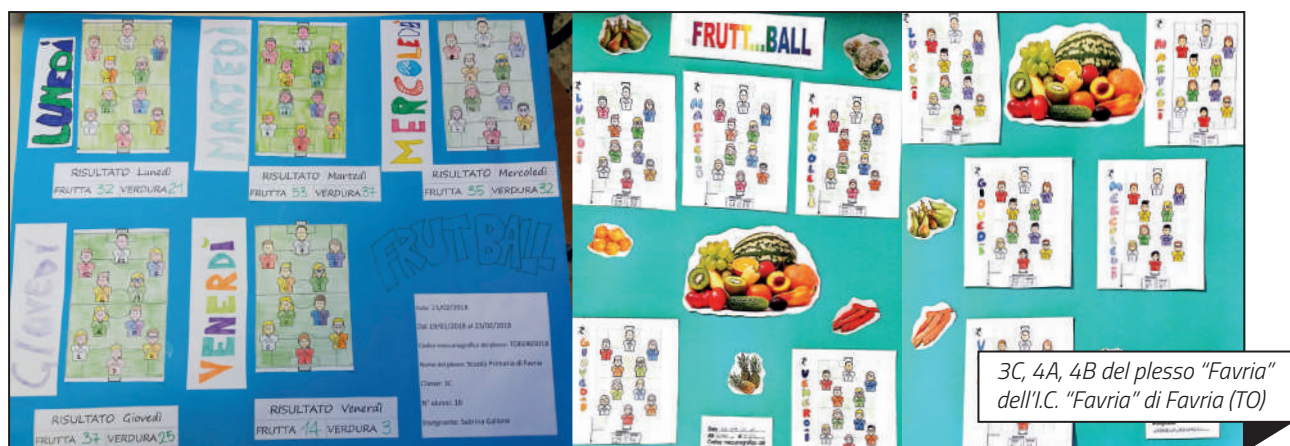
● **RED:** Black cherries, Watermelon, Blood oranges, Red cabbage, Cherries, Strawberries, Raspberries, Red apples, Pomegranate Red peppers, Tomatoes, Pink grapefruit, Red radicchio, Red turnips, Radishes, Currants;

● **BLUE-PURPLE:** Purplecarrots, Figs, Aubergines, Blueberries, Blackberries, Plums, Radicchio, Blackcurrants, Sloes, Grapes;

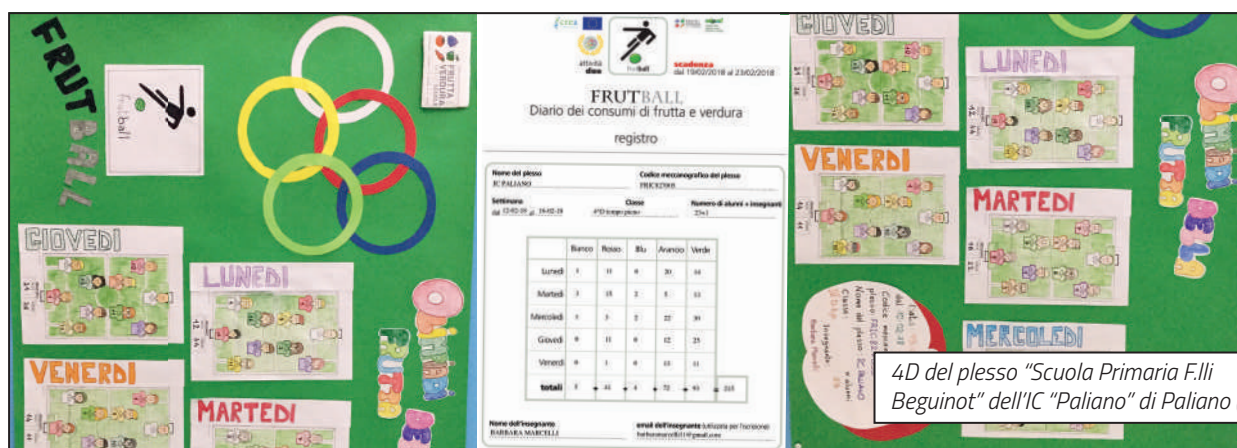
● **YELLOW-ORANGE:** Apricots, Oranges, Pineapples, Carrots, Mango, Clementines, Mandarins, Yellow Apples, Melons, Yellow Peppers, Yellow Peaches, Yellow Grapefruit, Pumpkin;

● **GREEN:** Asparagus, Broccoli, Artichokes, Brussels sprouts, Green cabbage, Cucumbers, Watercress, Kiwi, Endive, Salad, Green apples, Green peppers, Peas, Rocket, Celery, Spinach, Grapes, Savoy cabbage, Zucchini.

Freshly squeezed juice, shakes and centrifuges are to be considered equivalent to a portion of fruit and vegetables. Onions count (white or red) only if consumed as a side dish. For the purposes of the diary, fruit juices, ice cream and potatoes (which, remember, are not a vegetable) are not considered valid.



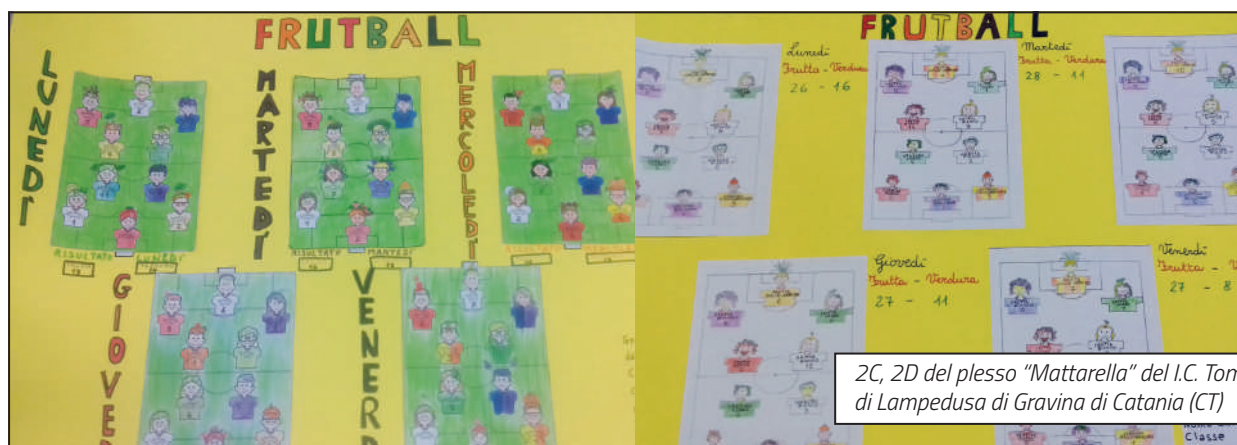
3C, 4A, 4B del plesso "Favria" dell'I.C. "Favria" di Favria (TO)



4D del plesso "Scuola Primaria F.lli Beguinot" dell'IC "Paliano" di Paliano (FR)



1B del plesso "Papa Giovanni XXIII" del 3 C.D. "D'Annunzio" di Trani (BT)



2C, 2D del plesso "Mattarella" del I.C. Tomasi di Lampedusa di Gravina di Catania (CT)



The memories relay

LET'S REDISCOVER THE TASTES OF ANCIENT AND MODERN FLAVORS

What are the fruits that we call "ancient"? All you need to do is going back two generations for ancient fruits. It may seem surprising, but it's true. Ancient fruits are those which, over the past 30-40 years, have experienced a slow and silent abandonment due to the emergence of improved varieties.



The theme of ancient fruits is vast and complex, because there is no precise idea of the number of the numerous varieties and genotypes that they are made up of. In Italy, there are many heirloom plants and varieties, thanks to the geological and agri-environmental heterogeneity; nevertheless, many cultivars have been lost primarily due to the establishment of more productive varieties, with more modern features (e.g., larger fruits, a simpler flavor and higher resistance to diseases).

...and now let's start the game!!!!

Children, how much do you know about your land and how much have you learned from your family members' stories?

At home, please interview an elderly person and ask them:

- which ancient fruit or vegetable they used to eat or which one they heard about in old stories told by forefathers;
- how they used to eat these ancient foods;
- what was the typical recipe made with the fruit or vegetable used as the main ingredient.

If possible, try, along with your family, to cook the dish as it was once prepared and then take pictures of it.

In class:

- Compare with your classmates what types of ancient fruit and vegetables were used to be prepared, cooked and eaten by your elderly family members.
- Write down on a large sheet of paper (20 lines maximum) what your elderly relatives told you about ancient fruit or vegetables, the recipes handed down and the favorite dish they enjoyed preparing.
- Then do some research on the traditional products you can find nowadays in your region (20 lines maximum), along with the harvesting methods and the uses and customs in your territory.
- On a second large sheet of paper, explain the research carried out and describe your region, giving details of today's traditional products using drawings, newspapers cuttings or pictures you took at the local market.

2017

2018

The Pink Apple, the Jelata Apple, the Diecio Apple, the May Apple, the Peperona Apple and the White Apple, which were gradually replaced by the varieties nowadays found on the market stands, have characteristic flavors, different ripening moments and have adapted to particular climates and places.

The farmer "caretaker" figure, therefore, has proven to be essential in reviving the ancient fruits, since, thanks to his memory, it is possible to recover knowledge about the names, uses and agronomic aspects of these products.

The beauty of our land is enriched by the inseparable bond with local agri-food products, often linked to ancient knowledge. The traditional products of regions are in fact an integral part of the memory and wealth of the area, a heritage of traditions, gestures and civilizations.

They add value to each region, but also knowledge and liveliness to our lives. This is why we should get to know them well!



2U del plesso "L. Savia Castelrosso" dell'I.C. Cosola di Chivasso (TO)



5B del plesso "G. Pascoli" dell'I.C. Pascoli di Barga (LU)



4D del plesso "Boschetto" dell'I.C. Sant'Anastasia 2 di Sant'Anastasia (NA)



3B del plesso "Centrale" del C.D. Giuseppe Lombardo Radice di Paternò (CT)





Masquerade

SEASONAL PRODUCTS WITH A LOT OF FANTASY

Since ancient times, great attention was paid to the products provided by the land and a lot of effort went into obtaining the maximum potential that it could offer. The farmers knew quite well the various sowing and harvesting periods, the most fertile soils for a given plantation and the best exposures to atmospheric agents. In Italy, thanks to the particularly favorable climate, a substantial variety of fruits are grown and consumed.

Climate and nature allow us to have a rich selection of products, month by month, that fully meets the needs of taste, providing a varied diet and a supply of vitamins and minerals that are essential for a well-balanced state of health. Respecting the seasons allows you to eat more tasty fruit and vegetables, because they are fully ripe, with a definitely more intense taste.

Today the market manages to offer, throughout the year, a greater and diversified variety of fresh fruit and vegetables. This is not only due to innovations in the field of agricultural production techniques, but also due to the introduction in recent years of new systems for preserving and transforming products, aimed at leaving the characteristics of the product intact.

Divide the class into four groups, each matched up with a season: spring, summer, autumn, winter. If the activity is proposed at Carnival time, each group can create a costume or mask or physically represent the chosen seasonal product.

All the preferred materials and techniques can be used, deciding whether to masquerade each pupil, whether to build a single costume or whether to physically depict the chosen fruit or vegetable in a three-dimensional way.

Those who form part of the winter season can put on masks or represent a product, such as apples, clementines, kiwis, cabbage, fennel, etc.

Those who form part of the spring season can put on masks or represent a product, such as carrots, oranges, lemons, cherries, loquats, etc.

Those who form part of the summer season can put on masks or represent a product, such as apricots, strawberries, peaches, peppers, tomatoes, courgettes, etc.

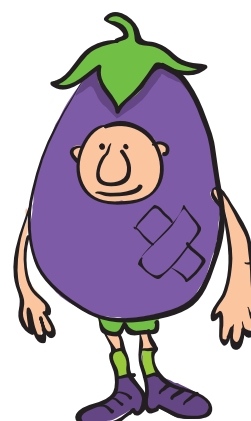
Those who form part of the autumn season can put on a mask or represent a product, such as figs, grapes, kaki, pumpkins, cauliflowers, aubergines, etc.

...and now let's start the game!!!!



You can then place, on a large sheet of paper:

- the names of the four fruits or vegetables chosen;
- a drawing of each of them;
- their features (color, taste, aroma, area of origin...).





3A e 3B della Scuola Primaria San Foriano, I.C. San Pietro in Cariano di San Pietro in Cariano (VR)



4D della Scuola Primaria F.lli Beguinot, I.C. Paliano di Paliano (FR)

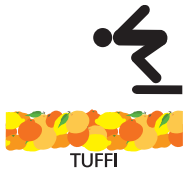


4A del plesso Parisi IC Parisi di Foggia



3B e 3C del plesso Don Milani, D.D. Statale 1 Circolo Villabate di Villabate (PA)





A dive into the citrus fruits

THE TABLE OF "SENSES"

If a plant marathon were to be held, the gold medal would probably go to citrus fruits. These evergreen trees or shrubs, with their fragrant flowers and fruits rich in sugars, mineral salts and vitamins, have traveled the entire world reaching the most distant places and have acclimatized to all continents. Their journey to conquer the planet began in the third millennium BC from China, their land of origin.

Citrus fruits are an important group of plants that have edible fruits, including oranges, mandarins, lemons, cedars and grapefruits. Originating in Eastern Asia, but now widespread throughout all the continents following long spontaneous, or man-made migrations, they have settled in all the mild climatic areas worldwide and it is in these "warm hearts" that they found their natural habitat. Citrus fruits are an excellent fruit to allow children to embark on a journey by easily exploring the five senses.

"Stimulating and refining the senses broadens the field of perception of each child by offering an increasingly solid and rich base for the development of intelligence" (M. Montessori, 1870-1952)

.....and now let's start the game!

Bring 3 types of different citrus fruits (orange, lemon, mandarin) to class and set up a sensory journey, creating 5 locations, each representing one of the 5 senses (taste, smell, sight, touch and hearing). Each location must have the three citrus fruits available, in order to be able to observe and analyze them through the assigned sense, describing all the sensory perceptions that they arouse.

After finishing the sensory journey, draw an identity card for citrus fruit on a large sheet of paper. On each one, like an actual identification document, place a photo of the citrus fruit (perhaps drawn by you!), its name, its features and, of course, the description of the 5 senses. At this point your class will turn into a restaurant! Prepare a dish in which the main ingredient is one of the citrus fruits that you have previously analyzed. If possible, one or more children will try to make the dish they thought of at home with the help of their family: wouldn't it be great if they could also get their classmates to taste it? A word of warning: seasonings should be limited and no sugar should be added when preparing the dishes.





Artistic triathlon

THE COLORS OF YOUR REGION

"Choose fruit and vegetables of all colors to enrich your dishes with taste and health".

This should be the first rule to follow when choosing what we bring to the table: be plentiful with the servings of vegetables, based on the variety of their colors and seasonality.

Fruits and vegetables can form a rainbow, not just of colors, but also of flavors and aromas, each one different from the other.

...and now let's start the game!!!!

Think of your region and choose five products, among fruit and vegetables, that are grown in your area.

It won't be difficult!

All you need to do is finding a product for each of the 5 colors of health (red, green, blue-purple, yellow-orange and white).

Then, represent the products you have chosen through the technique you prefer:

- a drawing (watercolors, painting, colored pencils ...);
- a literary genre (a story, a poem, a nursery rhyme ...);
- a three-dimensional representation (sculpture, playdough, wood technique, recycled material sculptures...).

You could challenge other classes in the various genres chosen, but don't forget to nominate a jury first!

2018

2019

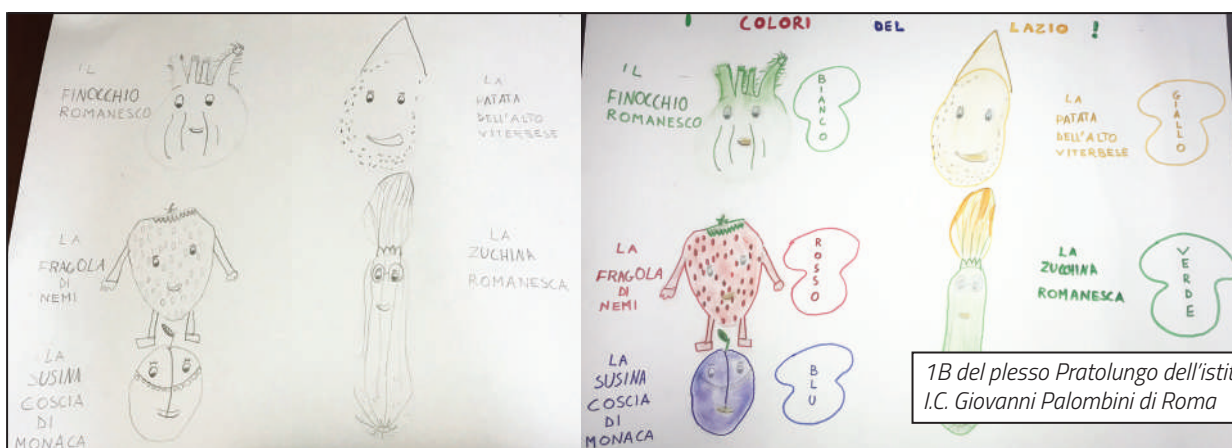


Here are a few products and their colors

- **WHITE:** Bananas, Cauliflowers, Fennel, Pears, Leeks, White turnips;
- **RED:** Black cherries, Watermelon, Blood orange, Red cabbage, Cherries, Strawberries, Raspberries, Red apples, Pomegranate, Red Peppers, Tomatoes, Pink grapefruit, Red chicory, Red turnips, Radishes, Currants;
- **BLUE-PURPLE:** Purple carrots, Figs, Aubergines, Blueberries, Blackberries, Plums, Radicchio, Black currants, Sloes, Grapes;
- **YELLOW-ORANGE:** Apricots, Oranges, Pineapples, Carrots, Mangos, Mandarin oranges, Yellow apples, Melons, Yellow peppers, Yellow peaches, Yellow grapefruit, Pumpkin;
- **GREEN:** Asparagus, Broccoli, Artichokes, Brussels sprouts, Green cabbage, Cucumbers, Watercress, Kiwi, Endive, Salad, Green apples, Green peppers, Peas, Rocket, Celery, Spinach, Grapes, Savoy cabbage, Zucchini.



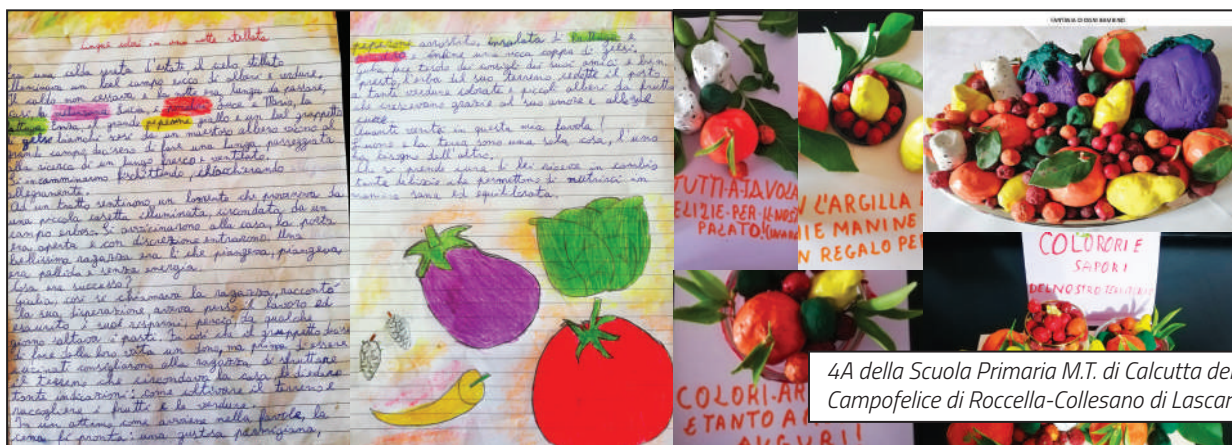
3A E 3B della Scuola Primaria statale "Angelo Dall'Oca Bianca" dell'istituto Comprensivo 06 Verona Chievo-Bassona-Borgo Nuovo di Verona



1B del plesso Pratulungo dell'istituto I.C. Giovanni Palombini di Roma



3E del plesso Ferrara della Direzione Didattica di Orta di Atella (CE)



4A della Scuola Primaria M.T. di Calcutta dell'IC Campofelice di Roccella-Collesano di Lascari (PA)







SPECIAL CREATIVITY SECTION





Fruit puzzle

Dear little athletes of the fruit Olympics, are you ready for another challenge?

Here's one more game. Don't worry: it's easy!!!!
The entire class (and I mean everybody) must choose a single fruit/vegetable and together must PHYSICALLY represent it.

This means that the group of children will need to arrange themselves, so as to reconstruct the chosen product three-dimensionally, contributing with their body, so that the fruit/vegetable resembles the real one as much as possible.

Using the photos from your compositions, you can create a calendar following the correct seasonality.

2014

2015



special award "Friends of Nature"



1A del plesso "F.lli Cervi" dell'I.C. Viale Liguria di Rozzano (MI)



CAULIFLOWER WITH "LITTLE ANT"

5 del plesso "Via Nazionale" dell'I.C. A. Busciolano di Potenza

special award "Friends of Nature"



PEACH WITH A "LITTLE WORM"

4B della Scuola Primaria S. G. Bosco dell'I.C. S. G. Bosco-Manzoni di Sannicandro (BA)



ZUCCHINI

1A della Scuola Primaria "A. Bartolozzi" dell'I.C. Pescia 2 di Uzzano (PT)



CAULIFLOWER

3A della Scuola Primaria "Don G. Calabria" dell'IC NOGARA di Nogara (VR)



PINEAPPLE

1A del plesso Morandi-Case FIAT dell'I.C. Piossasco 2 di Piossasco (TO)



LEMON

2A del plesso "V. de Gasperi" dell'I.C. Folio di La Spezia



STRAWBERRY

3B della Scuola Primaria "Don G. Calabria" dell'IC NOGARA di Nogara (VR)



POMEGRANATE

4B del plesso P. De Curtis dell'I.C.S. Bellizzi di Bellizzi (SA)



WATERMELON

4B della Scuola Primaria A. Manzoni dell'I.C. Via Sauro Verano Brianza (MB)





Champion spot video fruit

The entire class will need to choose a SINGLE fruit/vegetable and promote it within an advertising spot dedicated to the Fruit Olympics.

The video must last no more than two minutes and be 200 Mb maximum in size. You will need to represent a story, inspired by a school subject. The context can be scientific, historical, literary, geographic, etc.

Don't stop at "an apple a day keeps the doctor away", rather, let your imagination run wild!

For example, you could tell how Einstein developed the theory of relativity after eating a miraculous vegetable.

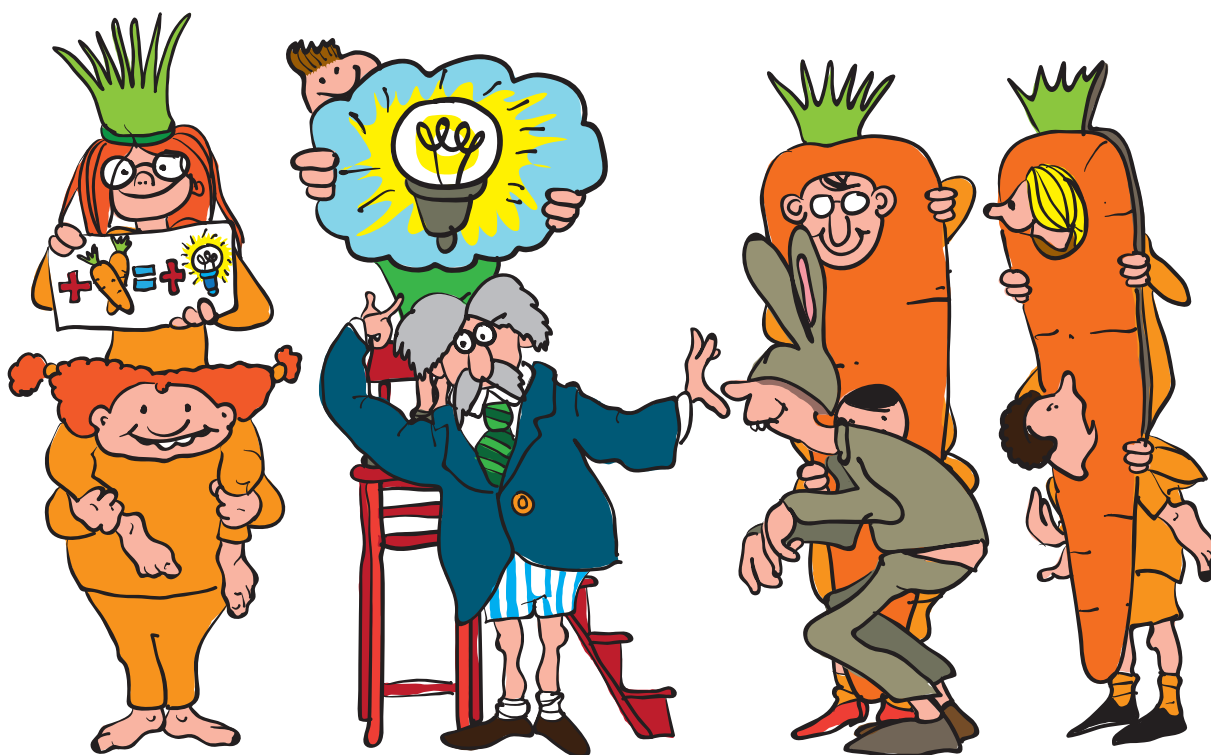
The fruit/vegetable should be physically represented by one or more children, getting as close as possible in shape and color to the real fruit or vegetable.

Once ready, the video can be shown to the rest of the school during a special event.

PREMIO CREATIVITÀ **Champion spot video fruit**

2015

2016





5A del plesso Cirielli dell'IC
Falcone-Borsellino di Bari

“Shakespeare” special award



5 della Scuola Primaria
P. Giori di Bione (BS)



Art with food

The Italian Ministry of Agricultural, Food and Forestry Policies and the Ministry of Cultural Heritage and Activities and Tourism declared 2018 as the National Year of Italian Food.

Initiatives were launched to raise awareness and promote historic rural landscapes and supply chains, with a particular focus on the topic of food waste, enhancing the UNESCO recognitions linked to food as an intangible treasure, such as the Mediterranean Diet.

Food has always played a very special role in works of art from all eras; it is one of the subjects that have always fascinated artists. Starting from the prehistoric graffiti hunting scenes, then moving on from the Pompeian and Byzantine mosaics to some of the most famous Renaissance works such as "The Last Supper", food has always occupied a prominent place, intended to communicate to the observer the nature of the painting, the social status of its protagonists and the setting of the scene.

....and now let's be creative!!

Art was the first to recognize the cultural value of food, its symbolic and social value, collective as well as vital, from prehistoric times, through to the Greco-Roman era, right up to the advent of Baroque and contemporary art.

Choose an historical era (ancient, medieval, modern, contemporary, etc.) and do some research on the paintings or on the depictions of the chosen period, in which fruit and vegetables are represented, either separately or as a group, or better still if they form part of an artistic scene. Once you have chosen the work of art, reproduce it using your favorite technique (tempera, watercolor, pencils, mosaics, collage, paper-mache, etc.).

Once it's made, indicate the historical era that it refers to, the name of the author (if known) and the technique used.

Now you're ready for an exhibition!

2017

2018





“per...bacco!” special award





Snowborg

Choose a village, a neighborhood, a tourist resort in your region and build a tourist route that allows culture (landscape, cultural and food and wine heritage, etc.) and traditional food products to meet in your area, remembering that a traditional product is not only linked to the gastronomic tradition, it also defines the cultural heritage of a given area.

By following the village, neighborhood or tourist resort road, create an itinerary that links historical

monuments or landscapes to the traditional product previously chosen.

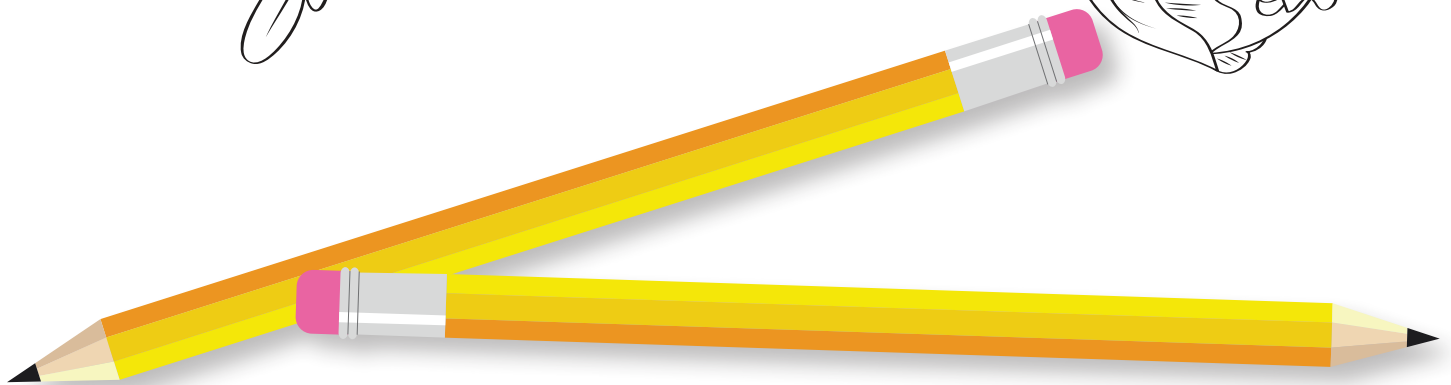
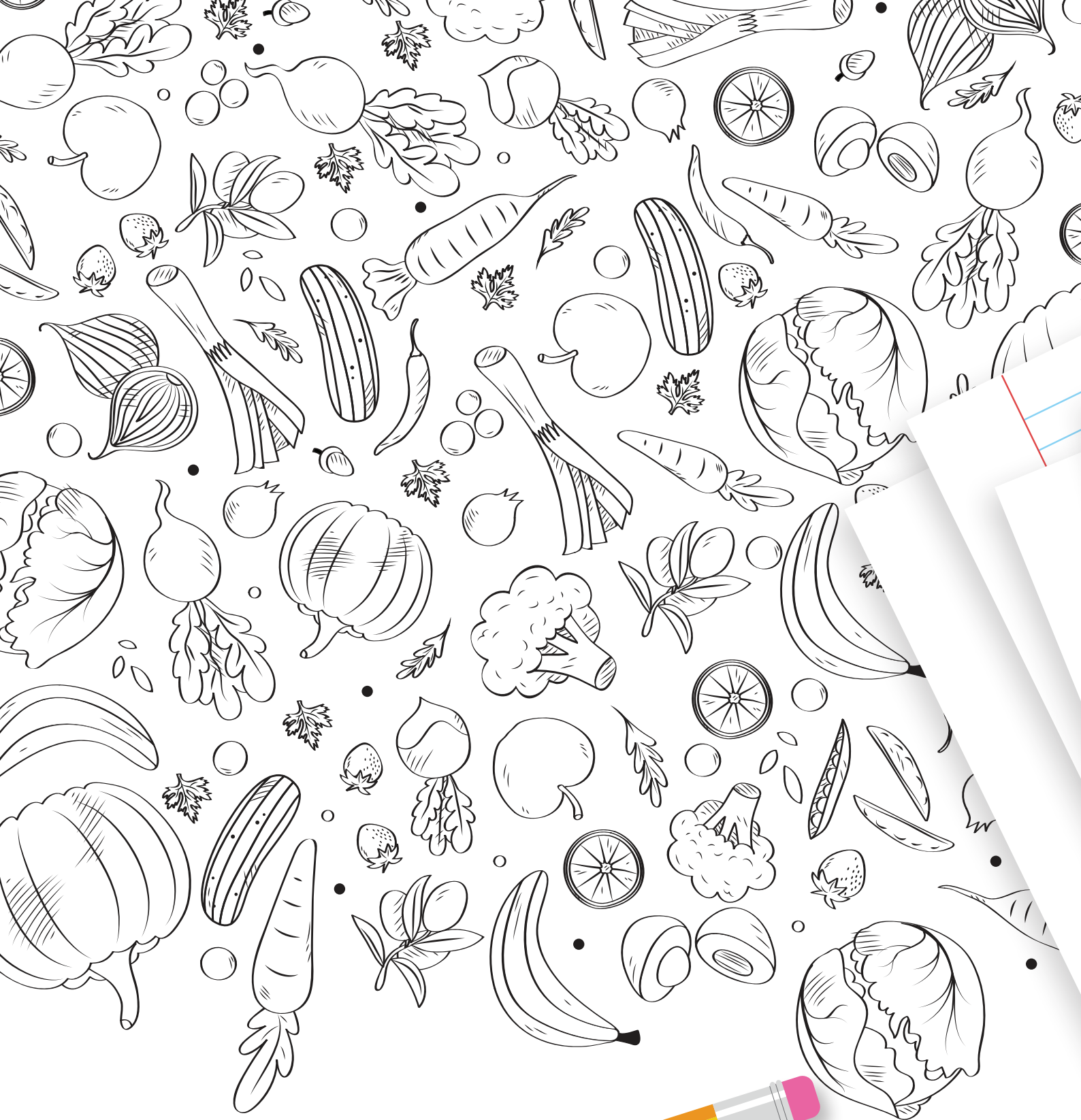
Finally, create a tourist guide, by drawing the itinerary and describing the route: a guide created by children for children that enables developing knowledge of their territory and its history.

You can now show it to the Tourist Department's territorial contact person. Why not?

2016

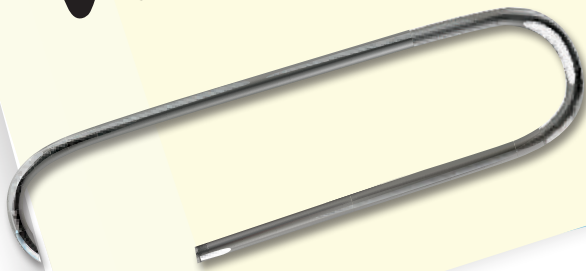
2017







Worksheets



Aiming at the fruit

DIARY OF FRUIT AND VEGETABLES CONSUMPTION

WHITE

RED

BLUE-PURPLE

YELLOW-ORANGE

GREEN

Monday
Tuesday
Wednesday
Thursday
Friday

Monday
Tuesday
Wednesday
Thursday
Friday

Monday
Tuesday
Wednesday
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Friday

Monday
Tuesday
Wednesday
Thursday
Friday

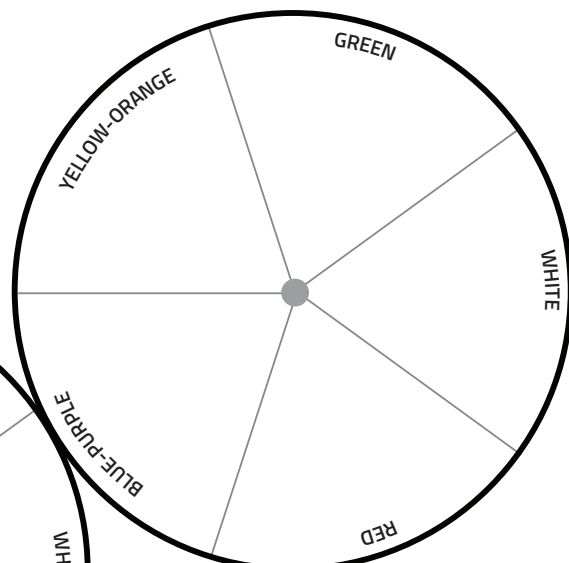
Monday
Tuesday
Wednesday
Thursday
Friday

Aiming at the colors

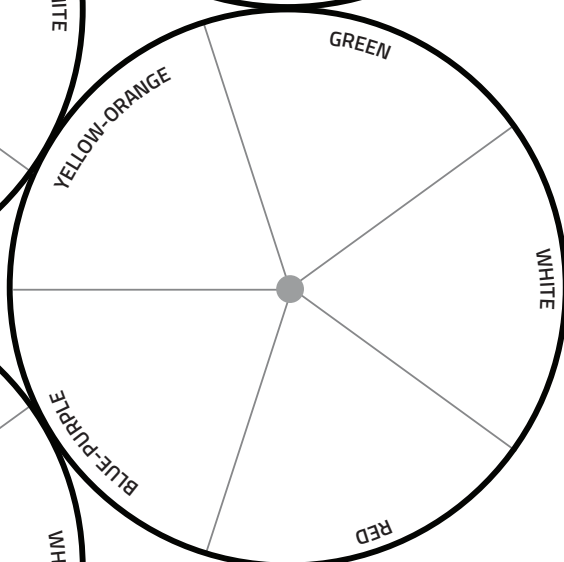
DIARY OF FRUIT AND VEGETABLES CONSUMPTION

DIARY

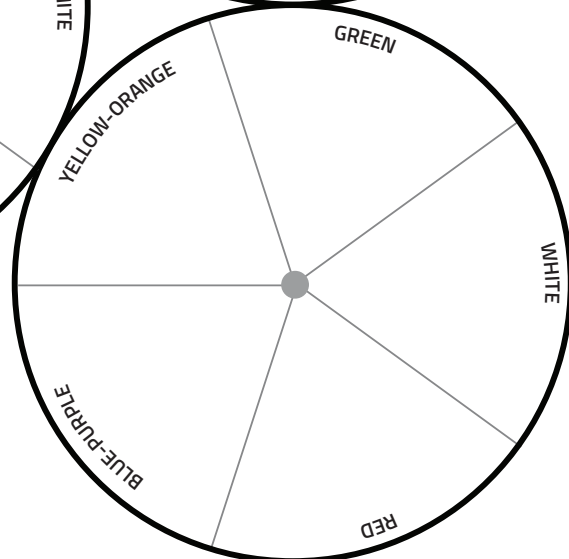
MONDAY



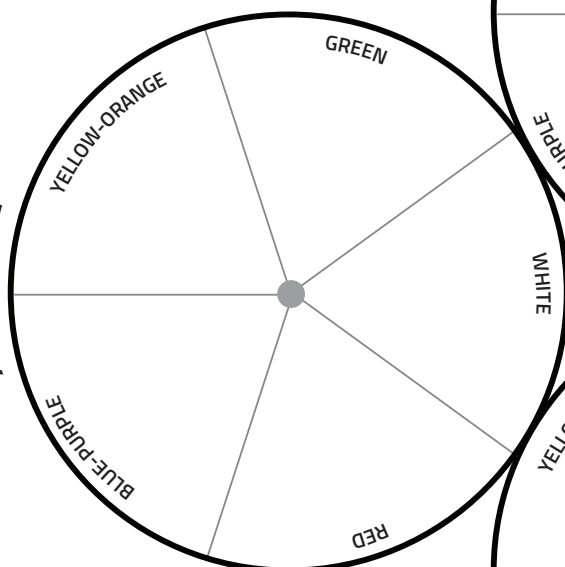
TUESDAY



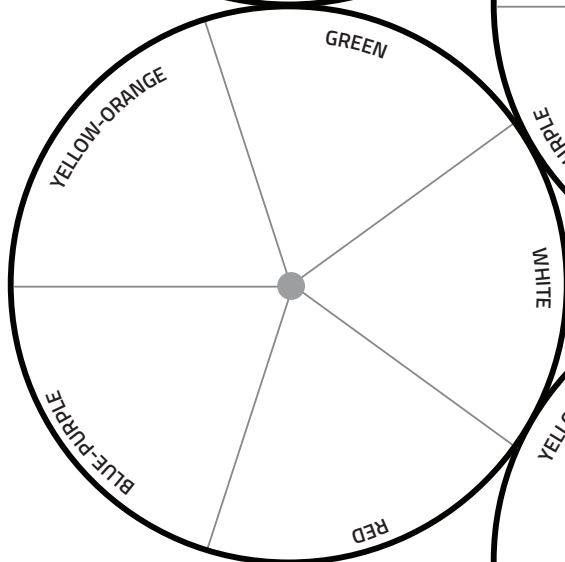
WEDNESDAY



THURSDAY

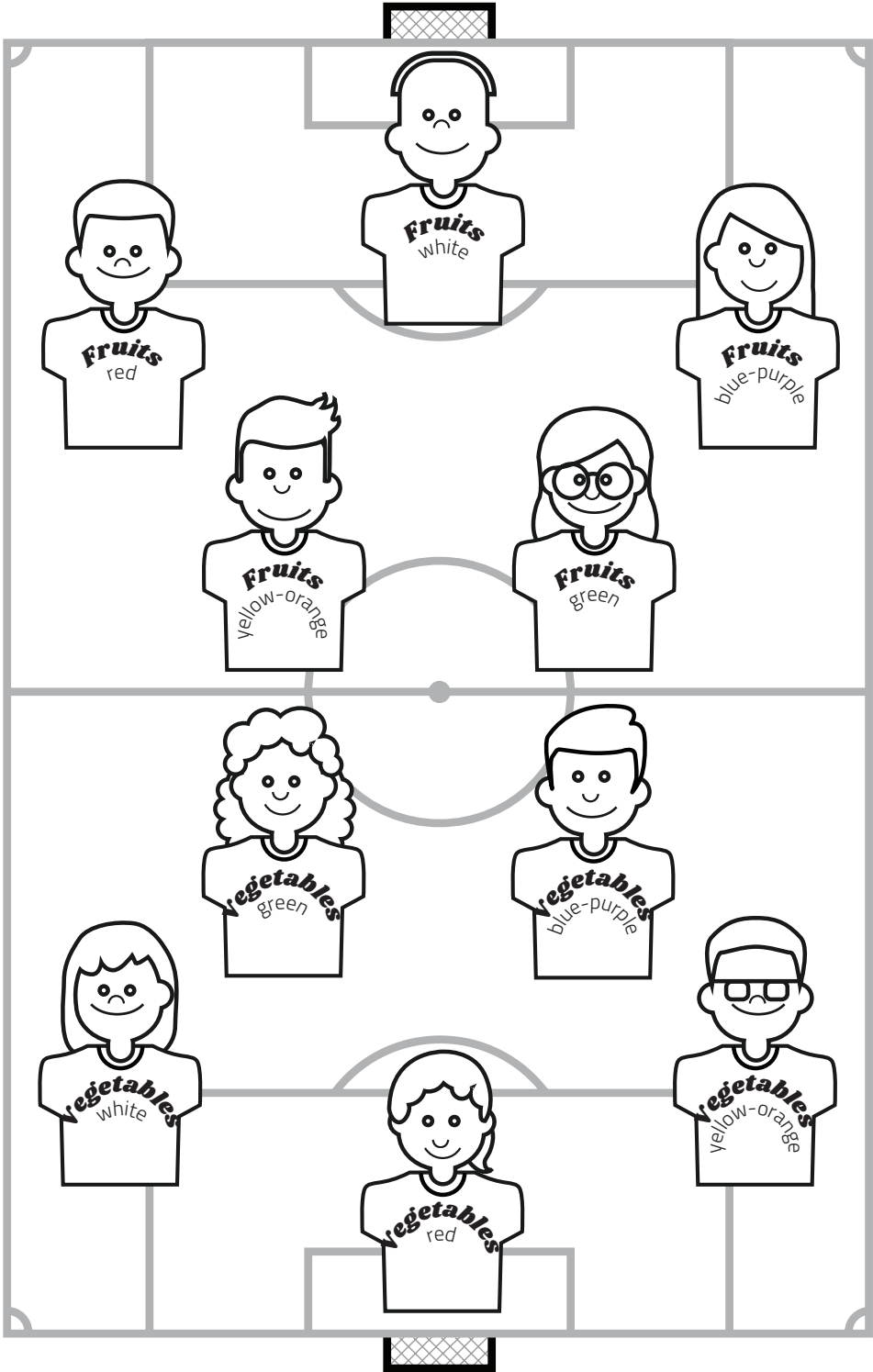


FRIDAY



Fruitball

DIARY OF FRUIT AND VEGETABLES CONSUMPTION



RESULT

Fruits	Vegetables

ACKNOWLEDGEMENTS

*We would like to thank, for their precious collaboration
in making the worksheets of the Olympics:*

Giulia D'Angelo

Maria Stella Foddai

Valentina Forte

Myriam Galfo

Valerio Tesone

Katia Titi

The didactic booklet is part of the CREA
editorial production within the activities of
the accompanying Measures for the Fruit and
Vegetable Scheme, S.Y. 2018-2019 referable to
M.D. 56978 dated 02/08/2018 Mipaaf.
(Translation D.M. 87753 13/12/2019 Mipaaf)

Graphic design and realization

Loredana Minervino

Section drawings by

Paolo Marabotto

Final editing

Francesca Melini

Since 2014, the CREA (Council for Agricultural Research and Agricultural Economy Analysis) has been designing and implementing the accompanying educational measures to the European Program "School Fruit and Vegetable Scheme", on behalf of the Ministry of Agricultural, Food and Forestry Policies.

Among the various educational measures adopted, one of the most appreciated is the fruit Olympics, an IT championship with didactic recreational activities that aim to increase the students' knowledge, including sensory aspects, of fruit and vegetables in Primary Schools. Teachers who register their classes each year are sent didactic e-mails with

activities to be carried out in the classroom and, where possible, with the help of families.

The idea of this didactic notebook stems from the collection of documents from the first five years of the Olympics. It aims to highlight the richness, innovation and creativity that each participating class produced, sharing the results and returning them in a working methodology for everyone. In this way the valuable education tools that have thrilled the participating classes will not be dispersed.

The activities have been arranged for easy, multilevel and interdisciplinary access.

collana *Quaderni* crea



mipaaf
ministero delle politiche
agricole alimentari e forestali



FRUTTA E
VERDURA
NELLE SCUOLE
crea
Consiglio per la ricerca in agricoltura
e l'analisi dell'economia agraria

ISBN 9788833850757