



Project “Inclusion in secondary schools” by Dr. Mariya Pachevska

Gefördert durch



Erasmus+
Schulbildung

This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Introduction

This book is a collection of materials that have been developed for an Erasmus + project. The project was called „Inclusion in secondary schools“. Four schools from different countries (France, Germany, Greece, Romania) worked together. The students involved were a mixed group of members with and without learning difficulties (for example Dyslexia or Dyscalculia) . The aim of the project was to develop materials for students working together to improve their skills:

- reading comprehension
- improving writing
- calculating
- working with digital media
- being creative

This book contains materials such as worksheets, games and activities that have been contributed by the teachers of the schools involved.

The material is published under the Creative Commons license and therefore free for everyone to use, share and adapt. You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



Table of contents

Introduction

Writing a dialogue between ancient Greek Gods

Worksheet 1

Worksheet 2

Worksheet 3

Worksheet 4

PAINTING AND TITLE MATCH

PAINTING AND TITLE MATCH (Tasks)

PAINTING AND TITLE MATCH (Solutions)

Painting and meals: Create a dialogue from a piece of art

Worksheet 1

Worksheet 2

Worksheet 3

Worksheet 4

Gods rename the city of Athens: Create dialogues between ancient Greek Gods

Worksheet 1

Worksheet 2

Worksheet 3

Worksheet 4

Topic : Healthy Food

Activity 1 – Healthy/Unhealthy Drinks

Activity 2 - Food Additives

Activity 3 – Healthy Food Survey

Activity 4 - Healthy/Unhealthy Desserts

Activity 5 - Healthy/Unhealthy Dairy Products

Activity 6 – Healthy /Unhealthy Snacks

Topic : In the middle of nature

Activity 1 – Iasi – city of seven hills

Activity 2 – Iasi - a green city

Ode to the Joy

Ode „To the Joy“ - Beethoven

Questions about the text

Friedrich Schiller (1759 – 1827)

Read the questions below: Check your answers with the text!

Ode „To the Joy“ - Schiller

Questions about the text: Read the questions below and check with the text.



[Visiting Greek Gods and Goddesses](#)

[Visiting Greek Gods and Goddesses - Example](#)

[Worksheet: Write down the dialogue: the introduction of the narrator, the dialogue of the Gods, the emotions to express](#)

[Visiting Greek Gods and Goddesses 1](#)

[Worksheet Act 1](#)

[Visiting Greek Gods and Goddesses 2](#)

[Worksheet Act 2](#)

[Visiting Greek Gods and Goddesses 3](#)

[Worksheet Act 3](#)

[Visiting Greek Gods and Goddesses 4](#)

[Worksheet Act 4](#)

[Topic: The planets of our solar system](#)

[Suggestions for activities after a visit of the planetarium](#)

[Planet Quiz - our solar system](#)

[Healthy Food](#)

[Print the following question cards.](#)

[Board game on nutrition](#)

[Making Chocolate](#)



Writing a dialogue between ancient Greek Gods

Imagine that you are one of the Greek Gods for a moment. What would you answer to your fellow immortals if they were to ask you the following questions or request advice?

Four Worksheets for four different groups of students.



Worksheet 1

DIALOGUES BETWEEN GODS 1

Imagine that you are one of the *Greek Gods* for a moment. What would you answer to your fellow immortals if they were to ask you the following questions or request advice?

Let's play this game together!

Climb Mount Olympus and join us!

DIALOGUE 1 - A TITAN'S LOVE FOR HUMANS

Prometheus: "Let us teach people how to make fire and use it"

Zeus:

Prometheus:

Zeus:

Prometheus:

Zeus:



DIALOGUE 2 - WAR FOR POWER

Ares: “The people of this city need to go to war with their neighbours to show how strong they are!”

Athena:

Ares:

Athena:

Ares:

Athena:



Worksheet 2

DIALOGUES BETWEEN GODS 2

Imagine that you are one of the *Greek Gods* for a moment. What would you answer to your fellow immortals if they were to ask you the following questions or request advice?

Let's play this game together!

Climb Mount Olympus and join us!

DIALOGUE 1 - BEAUTY AND ART

Aphrodite: "We need to bring more beauty and art into people's lives!"

Apollo:

Aphrodite:

Apollo:

Aphrodite:

Apollo:



DIALOGUE 2 - THE WAY BACK HOME

Odysseus: "I am all alone travelling the seas, wanting to arrive home. I miss my wife and children."

Poseidon:

Odysseus:

Poseidon:

Odysseus:

Poseidon:



Worksheet 3

DIALOGUES BETWEEN GODS 3

Imagine that you are one of the *Greek Gods* for a moment. What would you answer to your fellow immortals if they were to ask you the following questions or request advice?

Let's play this game together!

Climb Mount Olympus and join us!

DIALOGUE 1 - HELP FOR BATTLE ON THE SEA

People of Athens: "We need help winning this war. We have a lot of boats in this battle!"

Poseidon:

People of Athens:

Poseidon:

People of Athens:

Poseidon:



DIALOGUE 2 - A VENGEFUL SPIRIT

Hera: “This mortal defied me! And I know he is the son of Zeus. I want revenge!”

Athena:

Hera:

Athena:

Hera:

Athena:



Worksheet 4

DIALOGUES BETWEEN GODS 4

Imagine that you are one of the *Greek Gods* for a moment. What would you answer to your fellow immortals if they were to ask you the following questions or request advice?

Let's play this game together!

Climb Mount Olympus and join us!

DIALOGUE 1 - A MOTHER'S GRIEF

Demeter: "It has been so long since I last saw my daughter! Where could she be? How can I find her? What can I do?"

Hades:

Demeter:

Hades:

Demeter:

Hades:



DIALOGUE 2 - A NEW WEAPON FOR OLYMPIANS

Hephaestus: “I want to make a new weapon. It needs to be something special.
Who can help me with ideas?”

Artemis:

Hephaestus:

Artemis:

Hephaestus:

Artemis:



PAINTING AND TITLE MATCH

PAINTING AND TITLE MATCH (Tasks)

1. What is the name of this painting?

Justify your answer!



Arcimboldo

<http://www.middlestreet.org/archim/archimboldo.htm>

2. Drag the fruit and vegetables to create an Arcimboldo - style face. Stretch objects by holding down the shift key while dragging.



PAINTING AND TITLE MATCH (Solutions)

taken from [Wikipedia](#)



Four Seasons is a series of four paintings, for which **Arcimboldo** is still perhaps best known. The series can be seen as the epitome of the Mannerist trait which emphasises the close relationship between mankind and nature. Each portrait represents one of the seasons and is made up of objects that characterizes that particular time of year.

Spring is a smiling young woman, whose face comprises pink and white blossom skin with a lily-bud nose and the ear of a tulip. Her hair is made up of colorful flowers while her dress is made of green plants and a white floral ruff.

Summer is made up of seasonal fruit and vegetables, whose bright colors stand out against the dark background. Summer's smiling face reassures the viewer of the warm benevolence of the sunshine season.

Autumn shows a man whose body is a broken barrel and whose face comprises a pear (nose), apple (cheek), pomegranate (chin) and mushroom (ear), all ripe to



bursting. Autumn demonstrates the fertility of the seasons and, in his protruding tongue, the artist's anticipation for these ripened fruits.

Winter is an old man wrapped in a straw mat. He is made up of an aged tree stump, with pieces of broken-off branch and scratched bark for his features, and a swollen mushroom for a mouth.

Whilst only Winter and Summer survive from the original series of *Four Seasons* paintings, Arcimboldo's patron, the Emperor Maximilian II, liked them so much that he commissioned a second set in 1573 as a gift for Augustus, the Elector of Saxony (it is the second set that remains intact). As a further expression of his appreciation, the Emperor participated in a festival in 1571, directed by Arcimboldo, in which he and other members of his court dressed up as the elements of seasons.

Additionally, the four portraits in Arcimboldo's later series *Four Elements* (1566) - **Air, Fire, Earth** and **Water** - correspond with spring, summer, autumn and winter respectively. The overall effect of the two series is to suggest thus that the Holy Roman Emperor Maximilian II (who commissioned both sets of paintings) influences everything on the earth down to its most primal forces. By combining objects and creatures into faces, moreover, Arcimboldo transforms chaos into harmony, which could also be seen as a reflection on the Holy powers of the Emperor. As art historian, Thomas Da Costa Kaufmann, confirms: the paintings were intended to be humorous, but "the humor resolves itself in a serious way," probably as a comment on the majesty of the ruler.

Oil on canvas - Louvre Museum, Paris



Painting and meals: Create a dialogue from a piece of art

The following paintings show several persons. Think of a dialogue, that fits to the situation portrayed here.



PAINTING AND MEALS 1



The meal or The bananas, Paul GAUGUIN

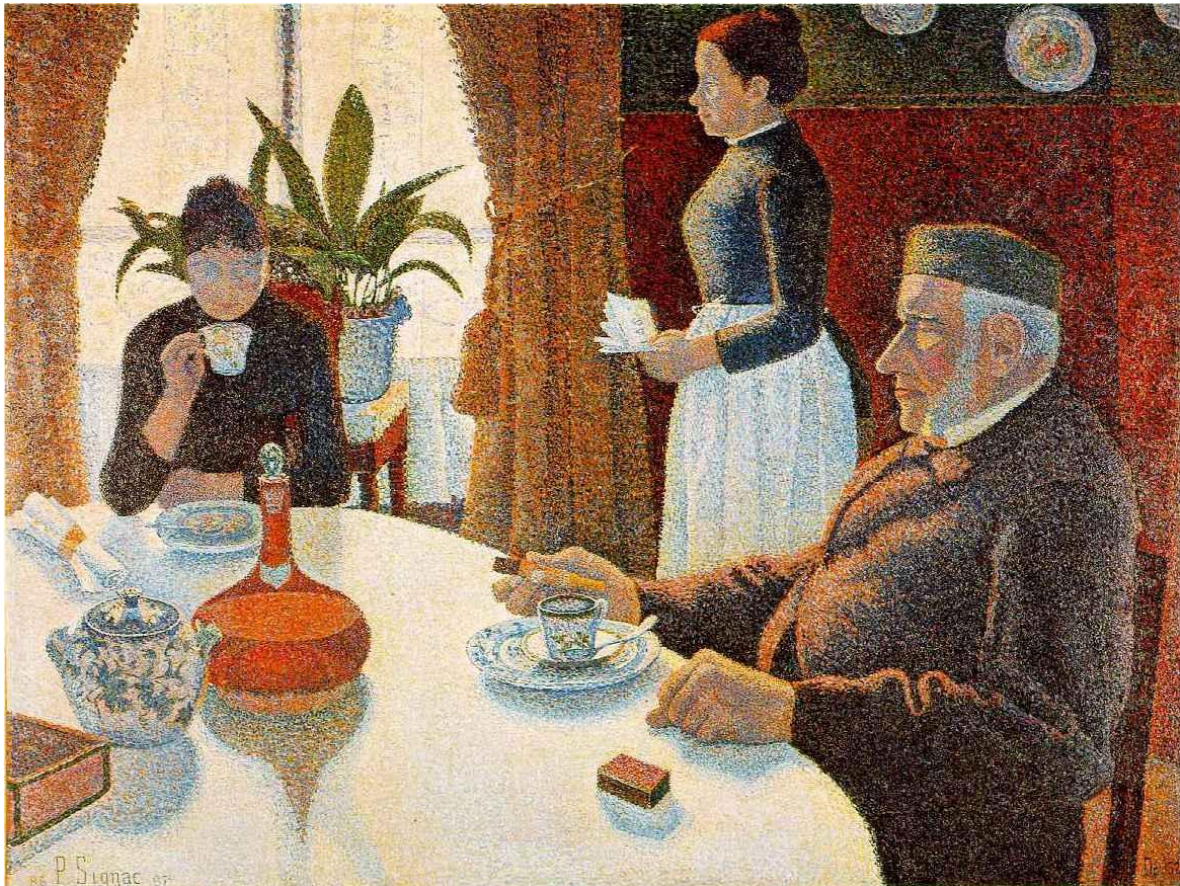
Create a dialogue between the 3 characters.

Example :

“We are so hungry but we must wait for mum...”



PAINTING AND MEALS 2



The dining room, Paul Signac

Create a dialogue between the 3 characters.

Example :

The father says : “ You came back home very late last night, my daughter....”



PAINTING AND MEALS 3



The lunch of the boatmen, Auguste Renoir

Create a dialogue between the 3 characters.

Example :

The man standing, with the yellow and blue hat, is saying : “Would you like to go on a boat ride ?”



Worksheet 4

PAINTING AND MEALS 4



“The wedding dinner”, Albert Fourié

Create a dialogue between the characters.

Example :

The young girl : “Hey ! I would like to have some too ! “



Gods rename the city of Athens: Create dialogues between ancient Greek Gods

Write a short dialogue between the two gods who are trying to name Athens after them. Each god gives a new name and a gift to the city and explains why this gift is important to the people. Then the students will vote which god offers the best gift and the new name of Athens!



GODS RENAME ATHENS 1



Hermes & Artemis

Write a short dialogue between the two gods who are trying to name Athens after them. Each god gives a new name and a gift to the city and explains why this gift is important to the people. Then the students will vote which god offers the best gift and the new name of Athens!!!



- Hermes: <Your Text Here>
- Artemis: <Your Text Here>
- Hermes: <Your Text Here>
- Artemis: <Your Text Here>
- Hermes: <Your Text Here>
- Artemis: <Your Text Here>
- Hermes: <Your Text Here>
- Artemis: <Your Text Here>
- Hermes: <Your Text Here>
- Artemis: <Your Text Here>
- Hermes: <Your Text Here>
- Artemis: <Your Text Here>



GODS RENAME ATHENS 2



Apollo & Hera

Write a short dialogue between the two gods who are trying to name Athens after them. Each god gives a new name and a gift to the city and explains why this gift is important to the people. Then the students will vote which god offers the best gift and the new name of Athens!!!



- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>
- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>
- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>
- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>
- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>
- Apollo:** <Your Text Here>
- Hera:** <Your Text Here>



GODS RENAME ATHENS 3



Ares & Demeter

Write a short dialogue between the two gods who are trying to name Athens after them. Each god gives a new name and a gift to the city and explains why this gift is important to the people. Then the students will vote which god offers the best gift and the new name of Athens!!!



Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>

Ares: <Your Text Here>

Demeter: <Your Text Here>



GODS RENAME ATHENS 4



Hephaestus & Aphrodite

Write a short dialogue between the two gods who are trying to name Athens after them. Each god gives a new name and a gift to the city and explains why this gift is important to the people. Then the students will vote which god offers the best gift and the new name of Athens!!!



- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>
- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>
- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>
- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>
- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>
- Hephaestus: <Your Text Here>
- Aphrodite: <Your Text Here>



Topic : *Healthy Food*

Activity 1 – Healthy/Unhealthy Drinks

Argument

People enjoy having a drink . As there is a very large offer, we should choose the healthiest one.

Objective:

To analyse and compare the content of sugar in different drinks and to choose the healthiest/unhealthiest drink.

Procedure:

1. Purchase 8 different drinks that are approximately the same size (including) water, milk, tea, juice and sodas.
2. Calculate how much sugar is in each drink by studying the labels (4 grams is equal to 1 teaspoon).
3. Set up the drinks in order from lowest to highest sugar content.
4. Decide for yourself which drinks are healthy and which are unhealthy.



Topic : *Healthy Food*

Activity 2 - Food Additives

Argument

Food additives are used to enhance the flavor, appearance or texture of a product, or to extend its shelf life. Some of these substances have been associated with adverse health effects and should be avoided, while others are safe and can be consumed with minimal risk. People should pay attention to the presence of these additives in their food.

Objective:

To analyse the amount of additives in different types of food and to become aware of the danger they present for human health.

There are 12 most common food additives.

- 1. Monosodium Glutamate (MSG)**
- 2. Artificial Food Coloring**
- 3. Sodium Nitrite**
- 4. Guar Gum**
- 5. High-Fructose Corn Syrup**
- 6. Artificial Sweeteners**
- 7. Carrageenan**
- 8. Sodium Benzoate**
- 9. Trans Fat**
- 10. Xanthan Gum**
- 11. Artificial Flavoring**
- 12. Yeast Extract**



Procedure

1. Make a list with the most common food additives present in different products such as: salami, margarine, biscuits, nutella, chips, ice-cream, sausages, cheese, drinks, canned soups, etc.

Food/Additive	1	2	3	4	5	6	7	8	9	10	11	12
Salami												
Margarine												
Cheese												
Biscuits												
Nutella												
Chips												
Sausages												
Sweet drinks/soda/coke												
Instant soup												
Ice-cream												

2. Calculate (in grams) the total amount of additives for 1 kg of each product.



Topic : *Healthy Food*

Activity 3 – Healthy Food Survey

Argument

Education for a healthy life/food starts from analysing the present situation .

Objective:

To estimate how many colleagues (%) are aware about what healthy food means.

Procedure

You have to interview 24 people. Divide your group into 4, so each of you can interview 6 persons. Make notes with the answers.

Question your colleagues about their daily habits concerning eating. Express the results in %. Make a chart and present the conclusions about awareness of healthy food. Use a sheet of flipchart and colours.

Questions:

1. **Do you have a snack at school?** Yes/No

2. **What do you prefer as a snack?**

- Biscuits
- Chips
- A fruit/a vegetable
- A sandwich
- A cake
- A burger
- Other



3. Which is your favorite drink?

- Coke
- Milk
- Water
- Juice (orange, lemon, apricot, etc)
- Tea
- Nes tea
- Soda
- Hot chocolate
- Other

4. How many meals do you have per day? Put in a chart

- Breakfast
- Snack
- Lunch
- Snack
- Dinner
- More than 5

5. When you buy something to eat or drink, what do you take into consideration?

- Taste
- Brand
- Label/content
- Price
- Habit/experience
- Size



Topic : *Healthy Food*

Activity 4 - Healthy/Unhealthy Desserts

Argument

People enjoy having a desert . As there is a very large offer, we should choose the healthiest one.

Objective:

To analyse and compare the content of sugar in different deserts and to choose the healthiest/unhealthiest dessert.

Procedure:

1. Purchase 8 different deserts (biscuits, dark chocolate, milk chocolate, ice-cream, muffins, etc.) that are approximately the same size .
2. Calculate how much sugar is in each desert by studying the labels (4 grams is equal to 1 teaspoon).
3. Set up the deserts in order from lowest to highest sugar content.
4. Decide for yourself which deserts are healthy and which are unhealthy.



Topic : *Healthy Food*

Activity 5 - Healthy/Unhealthy Dairy Products

Argument

Most people eat dairy products every day . As there is a very large offer, we should choose the healthiest one.

Objective:

To compare the content of fat in different dairy products and to choose the healthiest/unhealthiest product of that type

Procedure:

1. Purchase 8 different dairy products (yogurt, milk, cheese, mozzarella, salty cheese, sana, etc) .
2. Calculate how much fat is in each kg of dairy product by studying the labels.
3. Set up the dairy products in order from lowest to highest fat content.
4. Decide for yourself which dairy products are healthy and which are unhealthy.



Topic : *Healthy Food*

Activity 6 – Healthy /Unhealthy Snacks

Argument

Young people enjoy eating snacks. As there is a very large offer, we should choose the healthiest one.

Objective:

To compare the content of sodium/salt in different products and to choose the healthiest/unhealthiest product of that type.

Procedure:

1. Purchase 8 different types of snacks (chips, pufuleti, baked rolls, tortilla chips, etc) that are approximately the same size .
2. Calculate how much salt is in each snack by studying the labels (4 grams is equal to 1 teaspoon).
3. Set up the snacks in order from lowest to highest salt content.
4. Decide for yourself which snacks are healthy and which are unhealthy.



Topic : *In the middle of nature*

Activity 1 – *Iasi – city of seven hills*

Argument

We should always know where we are. Our place in space influences our lives. But our position is not only bi-dimensional because the Earth is not flat, elevation / altitude is also important and a cross-section of relief forms gives us the complete picture of our place in space.

Objective:

To make a cross-section of a hill, using a smartphone.

Procedure:

Step 1. Using your smartphone, find the GPS coordinates (longitude and latitude) of your starting point and fill them in your table on the back.

Step 2. Write down the elevation/altitude of your starting point.

Step 3. Walk down the hill towards the finish point, making 4 stops along the way at equal distances. At each stop write down the new coordinates and the elevation/altitude in the table.

Tips: your path will be in an East – West direction; stay on the paved pathways, don't walk on grass.

Step 4. Using the collected data, in Excel, make a graph/diagram of the 2D area type of the elevation/altitude in relation to the longitude.

Congratulations! You have made a cross-section of the hill!

Step 5. Answer the question: What's the altitude difference between the start and finish points?

Step 6. Can you name some changes in nature caused by altitude differences in general?



Check points	latitude	longitude	Altitude / elevation
starting point			
1			
2			
3			
4			
Finish	47.18516132 (47°11'06.7"N)	27.54995754 (27°33'00.0"E)	



Activity 2 – *Iasi - a green city*

Argument

We live in the middle of nature. Different kinds of plants surround us; but do we realize how diverse and complex is nature?

Objective:

To determine the degree of coverage of a certain area with various kinds of plants.

Procedure:

1. Measure and mark an area of 100 square metres.
2. Identify the major types of plants existing in your area (different kinds of trees, bushes, flowers, grass). Take some detailed photos of your area.
3. Draw a reduced to scale plan of the area on the special millimetric sheet of paper, dividing it into smaller areas of different geometric shapes, according to the types of plants existing.
4. Measure the surface covered by each type of plant identified, filling in the data in the table.
5. Make an Excel graph of the 2d pie type showing the coverage percentage of every type of vegetation identified.
6. Talk about your area, showing your graph and pictures to the others.



No.	Type of plant	Surface	Percentage
1			
2			
3			
4			
5			
6			



Ode to the Joy

Learn about the composer Ludwig van Beethoven and the lyrics by Friedrich Schiller.
Answer questions on the text.



Ode „To the Joy“ - Beethoven

The Ode „To the Joy“ is part of Ludwig van Beethoven's 9th Symphony. This was premiered on May 7, 1824 in Vienna. Ludwig van Beethoven composed this work as already completely lost his hearing.

The Ninth Symphony consists of four movements. The fourth movement is the setting of the ode "To the Joy" by Friedrich Schiller. Ludwig van Beethoven thought as early as 1793 of setting Schiller's ode to "Joy". In the fourth movement of the symphony, motifs from the first three movements are repeated before the crucial and world-famous melody is introduced. At first, this sounds very soft and is repeated in ever-increasing cast.

In 1970 Beethoven's "Götterfunken" was a pop hit "A Song of Joy" around the world.

Text according

to: https://www.planetwissen.de/kultur/musik/ludwig_van_beethoven/pwiediesinfoniemusikfuerdieewigkeit100.html, 19.01.201

9



Faksimile der 9.
Sinfonie

Quelle: https://www.planet-wissen.de/kultur/musik/ludwig_van_beethoven/pwiediesinfoniemusikfuerdieewigkeit100.html, 19.01.2019



Questions about the text

Read the questions below and check with the text.

1. The Ode "To the Joy" is part of the ...

2. What is the setting of the Ode to Joy? Check!

5 2 4

3. When and where was the work premiered?

4. What is the name of the "To the Joy" ode by Beethoven?



Friedrich Schiller (1759 – 1827)

Friedrich Schiller was born on 10th November 1759 in Marbach/Neckar. He had to study theology and become a clergyman, but the boy went to a Latin school. Later, however, Schiller studied law and medicine, as he attended a military academy on the orders of Duke Carl Eugen of Württemberg. During this time, he secretly wrote his first play "Die Räuber", which premiered in January 1782 and made him famous. Schiller was constantly short of money and relied on experts like Christian Gottfried Kröner. In February 1790, Schiller married Charlotte von Lengefeld. For the first time since this year he got a fixed income. In 1794 Schiller met Johann Wolfgang von Goethe. They became friends and cooperated in different projects. In 1799, the Schiller family with three children moved to Weimar. On May 9, 1805 Friedrich Schiller died of pneumonia. Friedrich Schiller is considered one of the most important representatives of the literary epochs of the "Sturm und Drang" and the "Klassik". Schiller wrote over 900 poems and numerous plays. In order to be able to live his life as a professional writer, Schiller was required to work incessantly. Text according to: <https://www.friedrich-schiller-archiv.de/biografie-schiller/>, 18.01.2019



Read the questions below: Check your answers with the text!

1. What did Friedrich Schiller not study?

- Law Theology Medicine

2. Friedrich Schiller's first play was.

3. When did Friedrich Schiller write this play?

- 1781 1872 1782

4. When and in which city did Friedrich Schiller die?

5. Find some more poems and plays written by Schiller. You can search on the internet.



Ode „To the Joy“ - Schiller

Friedrich Schiller wrote the ode "To the Joy" in 1785 in Dresden. He revised the ode several times because he was dissatisfied with the song.

The ode consists of nine stanzas of eight verses each. The stanzas are followed by choirs. The ode was probably written specifically for men. Friedrich Schiller describes joy in the Ode as the driving force for the physical and spiritual world and expresses his idealistic thought that all people become brothers.

In 1972, the Council of Europe declared the ode "To the Joy" in the setting of Ludwig van Beethoven to his hymn.

Text according to:
<https://www.friedrich-schiller-archiv.de/inhaltsangaben/an-die-freude-schiller-interpretation-inhaltsangabe/>, 18.01.2019



Questions about the text: Read the questions below and check with the text.

1. How many stanzas does the ode have? Check!

- 6 8 9

2. What does the Ode describe?

3. When did Friedrich Schiller write the ode?

4. What is an ode? You can search on the internet.



Visiting Greek Gods and Goddesses

Every worksheet consists of three tasks. The result will be a dialogue between the Gods.



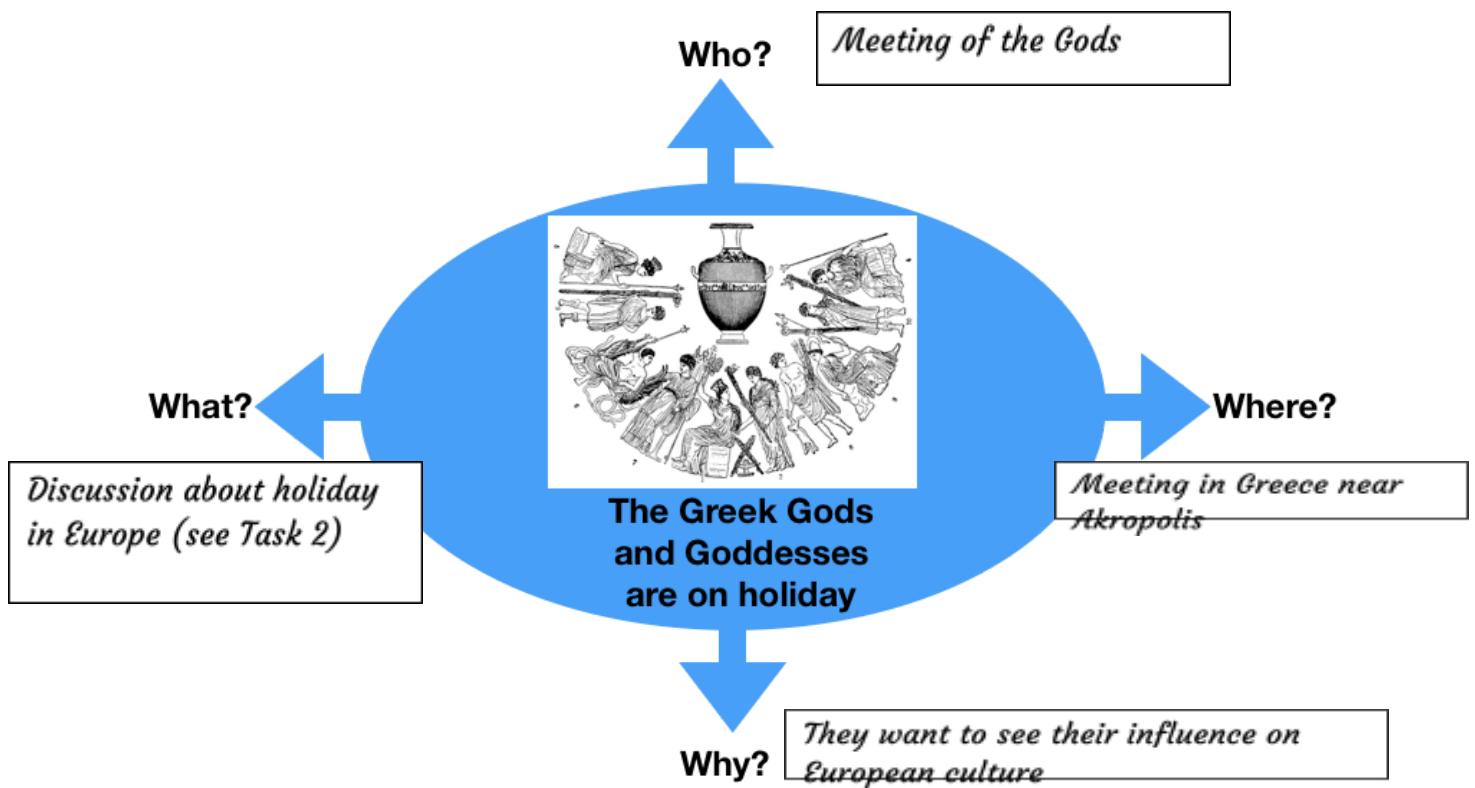
Visiting Greek Gods and Goddesses - Example

Gods on Holiday

Task 1

Look at the picture and study the situation.

Complete the mind-map below!



1. Demeter	2. Persephone
3. Athena	4. Aphrodite
5. Artemis	6. Triptolemus
7. Hierophant	

Quelle: [Nordisk familjebok](#) (1907), vol.7, p.379-380

Task 2



The Greek Gods and Goddesses are planning a holiday in Europe.
What could they talk about?

For example:

- Best places (countries, cities, hotels) to go
- Sightseeing you should not miss
- Nature you should experience
- Your suggestion.....

Discuss in the group.

Task 3

Write a dialogue using Task 1 and 2.

Express the emotions of the Gods (e.g. angry, lovely, happy, anxious...
etc.). Use the worksheet.



Worksheet: Write down the dialogue: the introduction of the narrator, the dialogue of the Gods, the emotions to express

Introduction:
The gods discuss about places in Europe which are influenced by the Greeks.
All of the 7 gods make different suggestions.
They want to see other monuments like Akropolis in Europe.
They are very tired because of the long discussion.
(Athena, very thoughtful in a strong way):
I want to visit a big library full of wisdom. The Bayerische Staatsbibliothek in Munich, Germany has 33.4 million media. Great for me
(Aphrodite, worship in a soft voice):
To see beauty, love and passion I want to go to Paris. There is no place in Europe with so much fashion, perfume, art and much more. And Paris is the city of love.
(Artemis, with strong distinct voice):
The Dublin Zoo was founded in 1831. I love wild animals. For me Dublin in Ireland is the place to go to.
(Demeter, friendly laughing):
What about a round trip? I want to see the nature and agriculture. Travelling over the country - I have fun. Sightseeing in the cities - you have fun.
(All the Gods applaud – clap their hands)



Visiting Greek Gods and Goddesses 1

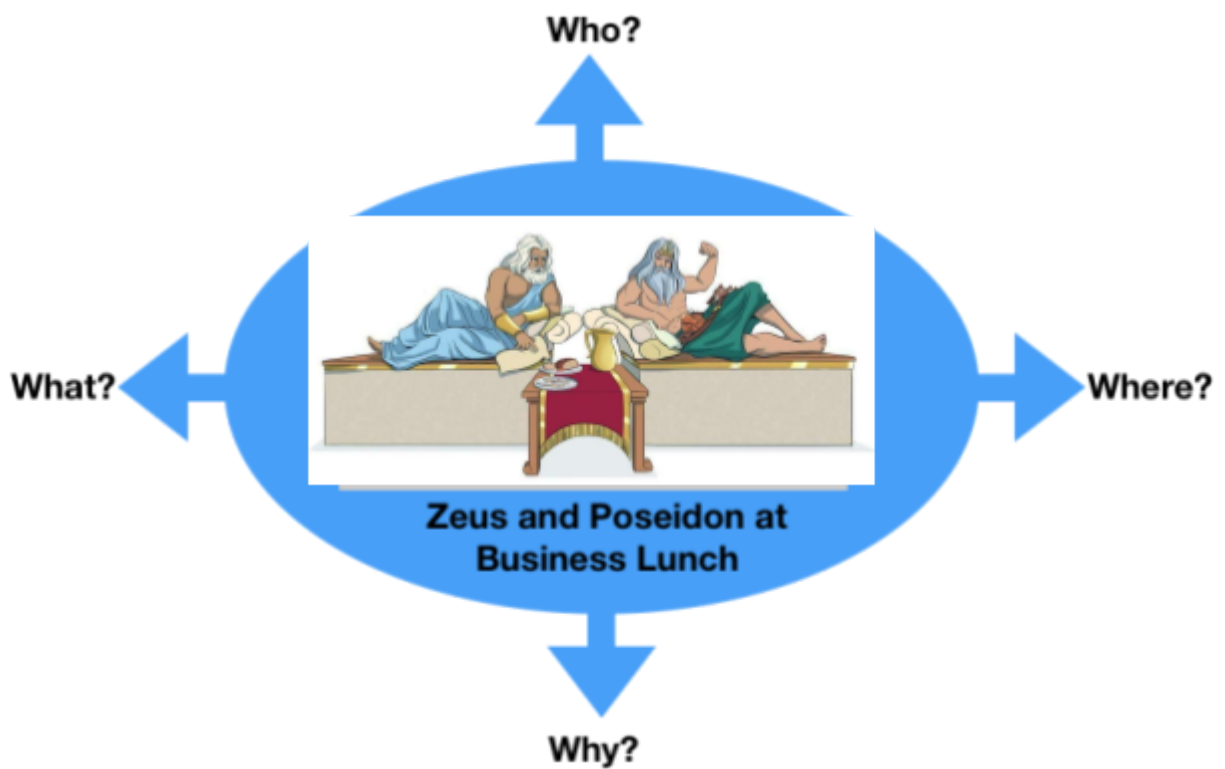
Situation 1

Zeus and Poseidon at Business Lunch

Task 1

Look at the picture and study the situation 1.

Complete the mind-map below!



Task 2

Zeus and Poseidon are talking about the future of Europe having business lunch together.

What are they discussing?

For example:

- Healthy food and drinks
- Clean mineral water
- Protecting nature
- Your suggestion.....

Discuss in the group.

Task 3

Write a dialogue using Task 1 and 2.

Express the emotions of Zeus and Poseidon (e.g. angry, lovely, happy, anxious... etc.). Use the worksheet "Act 1".



Worksheet Act 1

Write down the dialogue: the introduction of the narrator, the dialogue of Zeus and Poseidon, the emotions to express

Introduction:
Zeus:
Poseidon:
Zeus:



Poseidon:

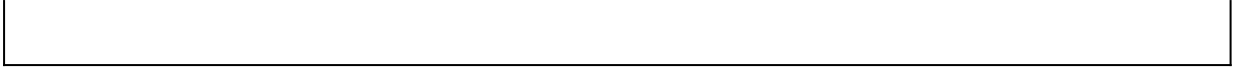
Zeus:

Poseidon:

Zeus:

Poseidon:





Visiting Greek Gods and Goddesses 2

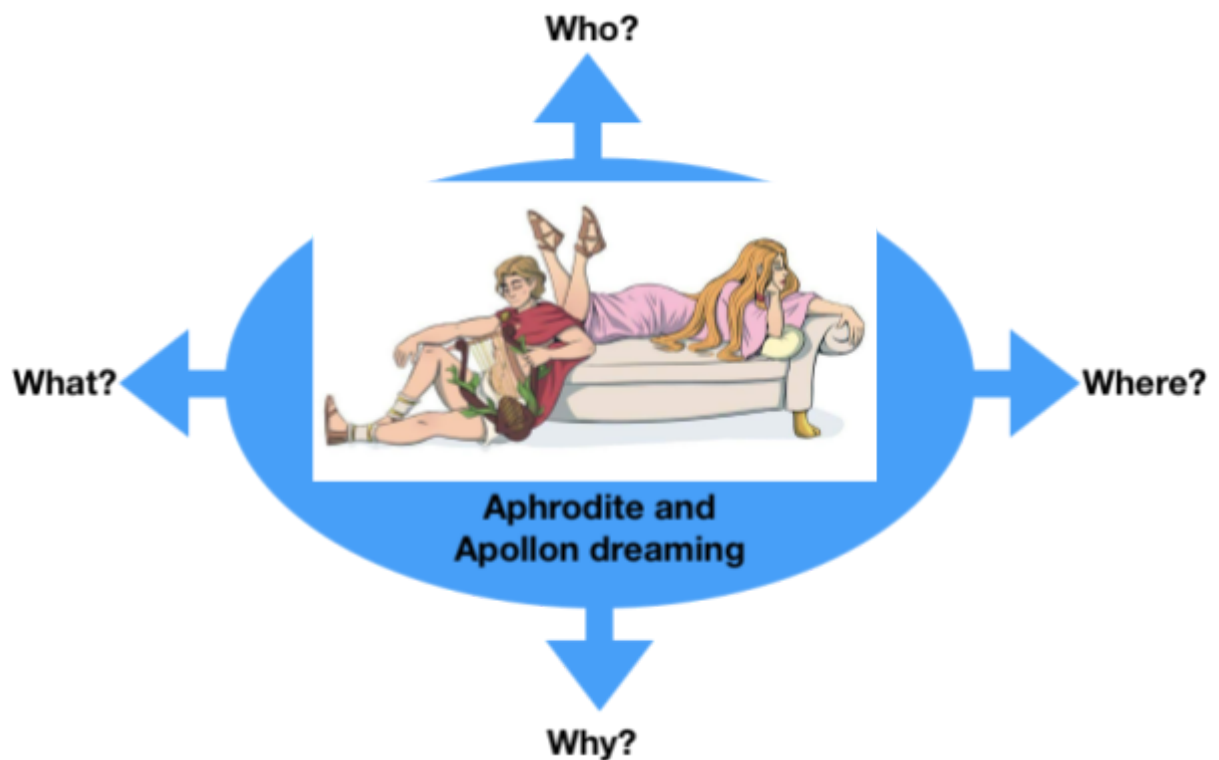
Situation 2

Aphrodite and Apollon are dreaming after lunch time

Task 1

Look at the picture and study the situation 2.

Complete the mind-map below!



Task 2

Aphrodite and Apollon are dreaming of the future of Europe.

What are they dreaming of?

For example:

- Visiting France, Germany, Greece and Romania in 30 years
- The future of the Euro
- Traveling around Europe in 50 years
- Your suggestion.....

Discuss in the group.

Task 3

Write a dialogue using Task 1 and 2.

Express the emotions of Aphrodite and Apollon (e.g. angry, lovely, happy, anxious... etc.). Use the worksheet "Act 2".



Worksheet Act 2

Write down the dialogue:

the introduction of the narrator, the dialogue of Aphrodite and Apollon, the emotions to express

Introduction:

Aphrodite:

Apollon:

Aphrodite:



Apollon:

Aphrodite:

Apollon:

Aphrodite:

Apollon:





Visiting Greek Gods and Goddesses 3

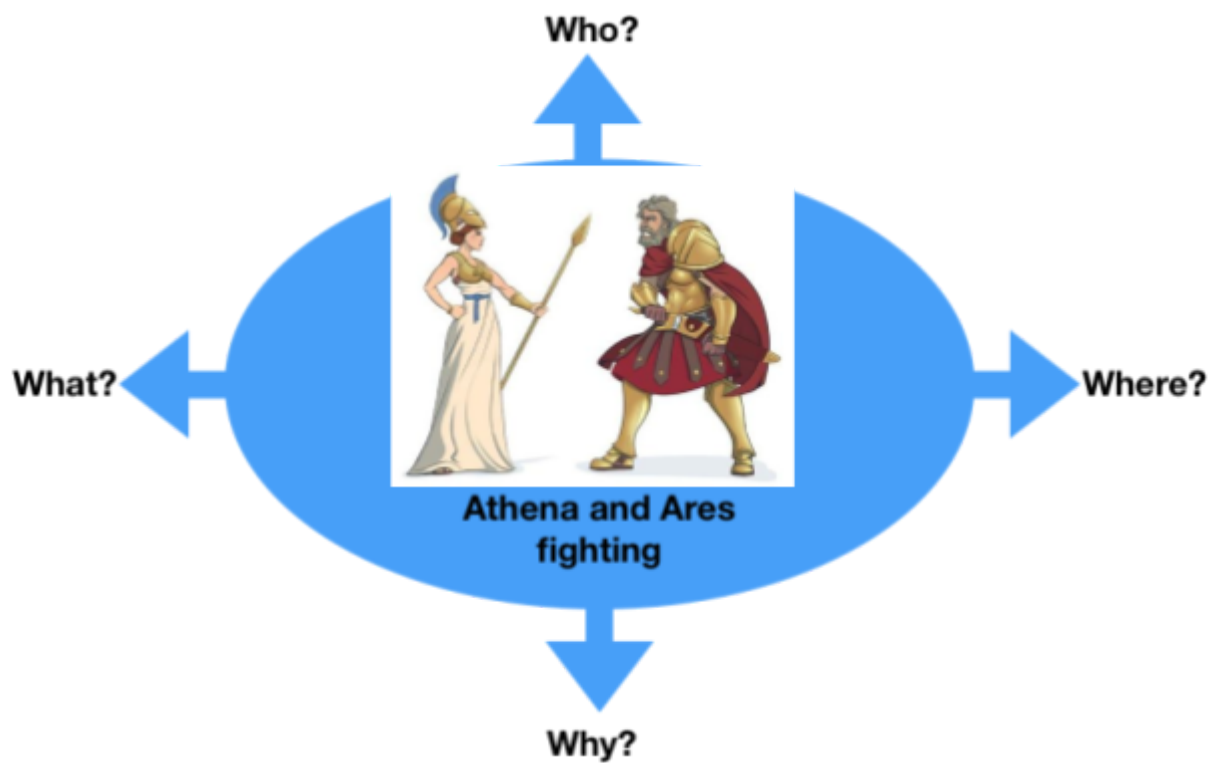
Situation 3

Athena and Ares are fighting

Task 1

Look at the picture and study the situation 3.

Complete the mind-map below!



Task 2

Athena and Ares are fighting because of the future of Europe.
What are they fighting for?

For example:

- Peace
- Civil Rights
- Solidarity
- Your suggestion.....

Discuss in the group.

Task 3

Write a dialogue using Task 1 and 2.

Express the emotions of Athena and Ares (e.g. angry, lovely, happy, anxious... etc.). Use the worksheet "Act 3".



Worksheet Act 3

Write down the dialogue: the introduction of the narrator, the dialogue of Athena and Ares, the emotions to express

Introduction:
Athena:
Ares:
Athena:



Ares:

Athena:

Ares:

Athena:

Ares:



Visiting Greek Gods and Goddesses 4

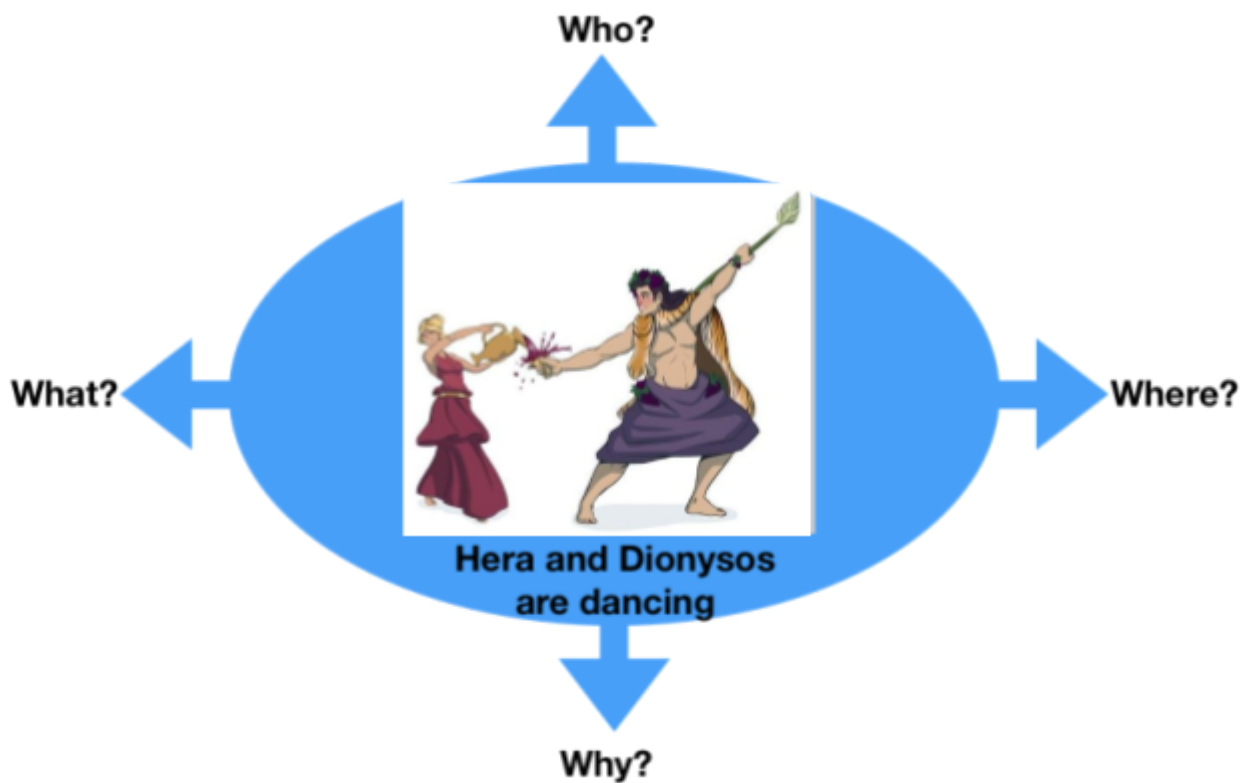
Situation 4

Hera and Dionysos are dancing

Task 1

Look at the picture and study the situation 4.

Complete the mind-map below!



Task 2

Hera and Dionysos are dancing to express their vision of Europe in the future.

How are they performing?

For example:

- Classic dance like ballet
- Video-Clip dancing like on MTV
- Ballroom dancing like waltz
- Your suggestion.....

Discuss in the group.

Task 3

Write a dialogue using Task 1 and 2.

Express the emotions of Hera and Dionysos (e.g. angry, lovely, happy, anxious... etc.). Use the worksheet "Act 4".



Worksheet Act 4

Write down the dialogue: the introduction of the narrator, the dialogue of Hera and Dionysos, the emotions to express

Introduction:
Hera:
Dionysos:
Hera:



Dionysos:

Hera:

Dionysos:

Hera:

Dionysos:



Topic: The planets of our solar system

Worksheet

Research the basic data of the planets on the net. Calculate the average distance and time. Make a table as the example below (use a spreadsheet software like Excel or Google table).

No.	Planet name in your language	Planet name in English	Maximum distance from sun (million km)?	Minimum distance from sun (million km)?	Average distance from sun (million km)?	Diameter in km?	How much bigger / smaller than Earth? Earth = 100%	How long takes sunlight to get there? (Average)	How long is one day (earth day)	How long is a year (orbit in earth days)	Features (e.g. with moons, atmosphere, gas or rock)	Which color suits the planet?
1	Erde	Earth	152,1	147,1	149,6	12756	100%	8,31 min	23 h 56 min	365 days	Oxygen atmosphere, one moon, surface mostly water	Blue
2												
3												

Paint a picture of the solar system. Take care of the distance and sizes. Give every planet a unique color.



Suggestions for activities after a visit of the planetarium

Choose one of the following suggestions, depending on what is possible by means of time and resources.

1. Planet Quiz:

After the planetarium we are in a park, a square, a hall. We need 8 (or 9 - depending on Pluto) teacher by which everyone represents a planet. The students have to position the teacher in a row in relation to the distance from sun. Every teacher gets cards (see next page) with multiple choice questions. Two students work together. Their task is to explore the whole solar system. First they pick a planet by chance. When they get to the planet, they have to answer three questions. If they answer at least one question correctly, they get a present and move on to the next planet. Are the answers wrong, then they are stranded on the planet. The game is finished when all students either have explored all planets or are stranded. At least you are presenting the winner.

2. Travel to the planets:

Students are grouped into 7 or 8 groups for every planet except Earth. Every group must pick a planet. We assume that in the far future we are able to travel to all planets. The students act as a traveling bureau to the planets.

Why would someone want to visit a particular planet?

They have to create a poster with a slogan and a drawing. The Poster should include facts from the sheet (table) above.

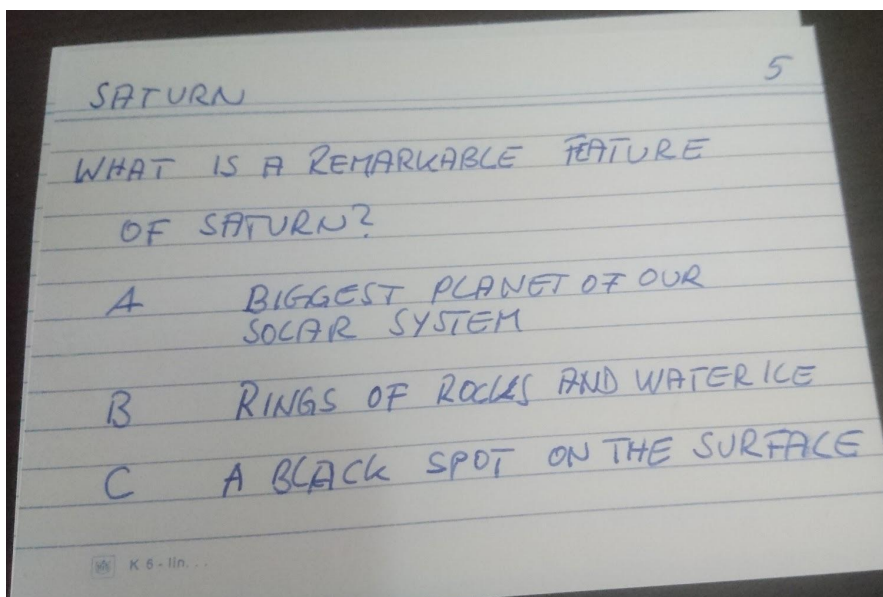
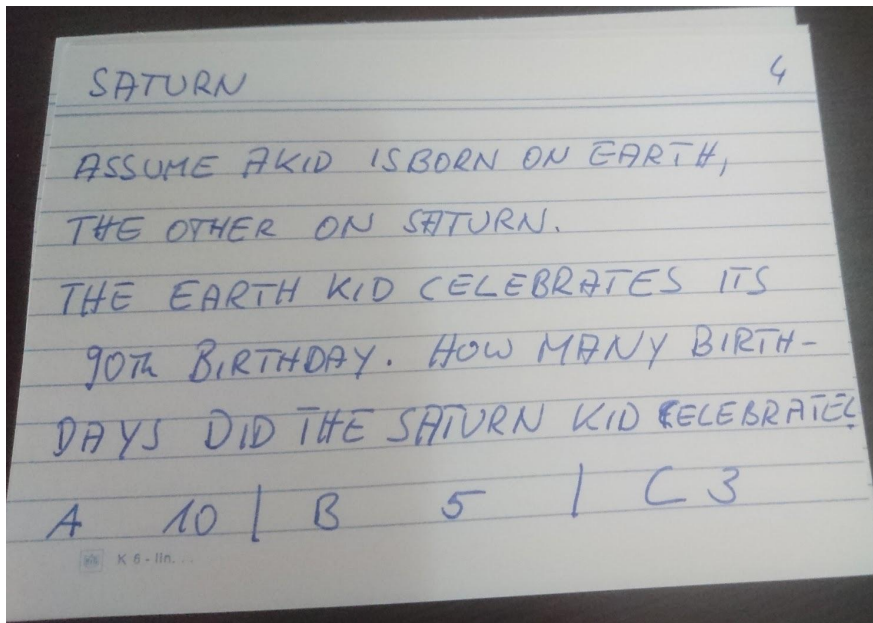
The poster could be scanned and printed on a transfer sheet with an inkjet printer. The sheet could be ironed on T-Shirts.

3. Story of the planets:

Students are grouped into 8 (or 9 - Pluto?) groups. Every group must pick a planet. An alien is visiting our solar system. What is happening to him on every planet? The students write their story into a Google doc so we finally have a short story of an alien exploring our solar system. Every story should include facts from the sheet above.



Planet Quiz - our solar system



SATURN

6

WHERE DOES THE NAME "SATURN"
COME FROM?

- A NAME OF THE DISCOVERER OF
THIS PLANET: GAIVS SATURNAS
- B NAME OF THE ROMAN GOD
SATURNUS
- C NAME OF THE ANCIENT TOWN
SATURNIKOS (GREECE)

K 6 - 11n...

JUPITER

4

HOW OFTEN WOULD EARTH
FIT INTO JUPITER?

- A ABOUT 5 TIMES
- B NEARLY 12 TIMES
- C OVER 10 TIMES

K 6 - 11n...

JUPITER

5 6

RIGHT OR WRONG?

"JUPITER HAS NO VISIBLE
SURFACE"

K 6 - 11n...



JUPITER

6

WHAT IS JUPITER'S REMARKABLE
FEATURE ?

- A RINGS OF SMALL ROCKS
CONTAINING GOLD
- B BIG RED SPOT
- C FROZEN WATER ON THE
POLES

K 6 - 11n ...

MARS

4

WHAT CAN YOU EXPECT
WHEN LANDING ON MARS ?

- A ROCKS, DUST AND A SMALL
ATMOSPHERE
- B FROZEN GAS AND NO ATMOSPHERE
- C BEING GREETED BY THE MARSIANS
- D HOT FLUID ROCKS AND ACTIVE
VULCANOS

K 6 - 11n ...



MARS

5

IF YOU TRAVEL FROM MARS
1 BILLION (1.000 MILLION) KM
AWAY FROM SUN, WHICH PLANET
WOULD YOU REACH?

- A JUPITER
- B SATURN
- C URANUS

K 6 - 11n . . .

MARS

6

WHAT IS PHOBOS AND DEIMOS?

- A TWO LARGE AREAS ON MARS
- B NAMES OF PROBES EXPLORING MARS
- C NAMES OF THE MOONS FROM MARS

K 6 - 11n . . .



EARTH

6

WHICH COLOR IS ASSOCIATED TO
EARTH?

- A GREEN PLANET
- B BLUE PLANET
- C NONE OF THE ABOVE

K 6 - 11n...

EARTH

5

TRUE OR FALSE?

*THE EXACT LENGTH OF DAY IS
23h 56min.*

K 6 - 11n...



EARTH

4

HOW LONG IS THE DISTANCE FROM
EARTH TO VENUS (AVERAGE)?

A ABOUT 58 MILLION KM

B ABOUT 42 MILLION KM

C ABOUT 30 MILLION KM

K 6 - 11n...

EARTH

1

HOW MUCH OF THE SURFACE IS
COVERED BY WATER?

A 75%

B $\frac{2}{3}$

C HALF


K 6 - 11n...



Healthy Food




Print the following question cards.

 <p>If you don't like salads just</p> <p>a. give them up b. branch out beyond lettuce. Add: Kale, arugula, spinach and broccoli c. eat meat instead</p>	 <p>We can add healthy colour by</p> <p>a. using fresh or sundried vegetables b. using artificial colours c. by using pastry colours</p>	 <p>Cooking more meals at home can help you</p> <p>a. eat fewer calories b. avoid the chemical additives and sugar c. all the above</p>
 <p>To add flavor to your salad greens,</p> <p>a. eat it with meat b. eat with coke c. try a spicy dressing</p>	 <p>When you need to satisfy your sweet tooth go for</p> <p>a. the near pastry shop b. naturally sweet vegetables c. cooking a cake on your own</p>	 <p>If you don't like green beans, broccoli, Brussel sprouts and asparagus,</p> <p>a. cook them in new ways (grilling, roasting or pan frying them with chili flakes, garlic) b. boil them c. steam them</p>
 <p>In order to make your cooking healthy</p> <p>a. use much salt b. grill meats instead of frying them c. use creamy sauce and salad dressing</p>	 <p>Cooking ahead</p> <p>a. offers you a home cooked meal waiting to be eaten b. is tiring c. is time consuming and expensive</p>	 <p>Healthy eating starts with</p> <p>a. filling your supermarket basket with lots of food b. great planning c. cooking difficult recipes</p>






Exercising makes you feel


a. sharper and smarter
 b. that you cannot make it
 c. disappointed

 <p>If the exercise is combined with a diet containing less calories</p> <p>a. less exercise is needed b. more exercise is needed c. no exercise is needed</p>	 <p>The best exercise is</p> <p>a. the one you enjoy and are willing to do b. the most tiring one c. the one you do in the best gym</p>	 <p>Humans who perform more exercise</p> <p>a. have stronger bones b. don't have strong bones c. run the risk of fractures</p>
--	--	---



 <p>Physical activity can</p> <p>a. lower risks of heart disease and cancer b. reduce your life span c. make you feel sad</p>	 <p>Light activities</p> <p>a. don't offer anything b. also provide healthy benefits c. are not good for your heart</p>	 <p>Light activities include</p> <p>a. light housework b. weight lifting c. running</p>
 <p>The physical activity is beneficial</p> <p>a. only for your brain and your heart b. only for your bones and joints c. for your brain, your heart, your bones and your joints</p>	 <p>The amount of exercise you do should be tailored</p> <p>a. to your medical conditions b. to your clothes c. to the music you listen to</p>	 <p>The American heart Association recommends at least</p> <p>a. 150 minutes per week of moderate activities b. 1500 minutes per week of moderate activities c. 30 minutes per week of moderate activities</p>

 <p>How many grams of fruits and vegetables per day should somebody eat?</p> <p>a. at least 200 b. at least 400 c. at least 800</p>	 <p>Which are considered good carbohydrates?</p> <p>a. vegetables, fruits and beans b. meat, ice cream and fruits c. white bread, pastries, starches</p>	 <p>Carbohydrates are one of your body's main sources of</p> <p>a. energy b. fitness c. rapid spikes in blood sugar</p>
 <p>Omega-3s are vital to your</p> <p>a. physical and emotional health b. physical health c. emotional health</p>	 <p>In which type of food you can find healthy fats?</p> <p>a. plant oils, nuts and fish b. banana, cherries and carrots c. white bread, cheese cake and chocolate</p>	 <p>What type of beverage should you drink every day?</p> <p>a. water b. beer c. sodas</p>
 <p>How does my body make vitamin D?</p> <p>a. from sun exposure b. from sweets c. from cheese</p>	 <p>Protein gives you</p> <p>a. energy and good mood b. adequate cognitive function c. all of the above</p>	 <p>A healthy body weight can be maintained by</p> <p>a. frequent physical exercise and healthy diet b. frequent physical exercise c. healthy diet</p>

 <p>In which type of food we can find dietary fiber?</p> <p>a. grains, fruits, vegetables, nuts and beans b. white bread, cheese cake and chocolate c. lemonade, beer and coke</p>
--





Substitute fish and poultry for

- a. **red meat**
- b. pasta
- c. souvlaki



For a quick snack

- a. **keep nuts on hand and try tahini**
- b. eat souvlaki
- c. eat chips



The Mediterranean diet pyramid emphasizes on

- a. **eating fruits and veggies**
- b. eating cheese and yogurt
- c. eating sweets



The Mediterranean diet

- a. **might help you lose weight**
- b. will make you fat
- c. is not a healthy diet



The Mediterranean diet typically includes

- a. **a moderate amount of wine**
- b. drinking sodas
- c. drinking beer



The Mediterranean diet features

- a. **olive oil as the primary source of fat**
- b. butter as the primary source of fat
- c. sesame oil as the primary source of fat



The Mediterranean diet emphasizes on

- a. **eating primarily plant-based foods, whole grains, vegetables and nuts**
- b. using butter in your cooking
- c. drinking as much red wine as you want



The Mediterranean diet is based on the traditional foods that people used to eat in countries,

- a. **like Italy and Greece back in 1960**
- b. like the United States
- c. like Italy and Greece back in 2000



Research has shown that the traditional Mediterranean diet

- a. **reduces the risk of heart disease**
- b. is associated with a higher level of cholesterol
- c. is associated with an increased incidence of cancer



Women who eat a Mediterranean diet supplemented with extra-virgin olive oil and mixed nuts may have

- a. **a reduced risk of breast cancer**
- b. a high risk of heart disease
- c. a higher level of oxidized low-density lipoprotein (LDL) cholesterol





Traditional foods

.....

- a. are free from additives and chemicals
- b. are full of additives and chemicals
- c. don't boost the immune system



In Greece people eat

.....

- a. olive oil, fresh fish, feta and cheeses
- b. fish and chips
- c. tandoori chicken with tice



In Romania people eat

.....

- a. zacusca, bors - traditional soup with meat and vegetables or fish
- b. pasta and souvlaki
- c. brezel and schnitzel



Typical german dishes are

- a. sausages, brezel, schnitzel and apple strudel
- b. onion soup, coq au vin, cassoulet
- c. zacusca - vegetable dip



Italian dishes are characterized by

- a. pasta and pizza
- b. sausages
- c. brezel



In Mexico people usually eat

- a. tacos, burritos, enchiladas, fajitas
- b. pastitsio
- c. meat balls



Typical french dishes are

- a. onion soup, coq au vin, cassoulet
- b. tandoori chicken with rice
- c. fish and chips



Traditional Indian and East Indian foods include

- a. chicken, meat, onions, garlic & spices
- b. sushi
- c. spaghetti



Staples of Japanese cuisine include

- a. grilled or raw fish and noodles
- b. pizza
- c. moussaka



When children are exposed to as many food options as possible from a young age,

- a. they are likely to become picky eaters
- b. they are more likely to choose nutritional options in the future
- c. they become less accepting of cultural differences



 <p>If you don't like salads just</p> <p>a. give them up b. branch out beyond lettuce. Add: Kale, arugula, spinach and broccoli c. eat meat instead</p>	 <p>We can add healthy colour by</p> <p>a. using fresh or sundried vegetables b. using artificial colours c. by using pastry colours</p>	 <p>Cooking more meals at home can help you</p> <p>a. eat fewer calories b. avoid the chemical additives and sugar c. all the above</p>
 <p>To add flavor to your salad greens.</p> <p>a. eat it with meat b. eat with coke c. try a spicy dressing</p>	 <p>When you need to satisfy your sweet tooth go for</p> <p>a. the near pastry shop b. naturally sweet vegetables c. cooking a cake on your own</p>	 <p>If you don't like green beans, broccoli, Brussel sprouts and asparagus.</p> <p>a. cook them in new ways (grilling, roasting or pan frying them with chili flakes, garlic) b. boil them c. steam them</p>
 <p>In order to make your cooking healthy</p> <p>a. use much salt b. grill meats instead of frying them c. use creamy sauce and salad dressing</p>	 <p>Cooking ahead</p> <p>a. offers you a home cooked meal waiting to be eaten b. is tiring c. is time consuming and expensive</p>	 <p>Healthy eating starts with</p> <p>a. filling your supermarket basket with lots of food b. great planning c. cooking difficult recipes</p>

 <p>Should salt be banned from our nutrition?</p> <p>a. yes b. No. Limit salt / sodium from all sources and ensure that salt is iodized. Less than 5 grams of salt per day can reduce the risk of cardiovascular disease</p>	 <p>Which of the following are considered highly processed food?</p> <p>a. white bread b. fruits c. salads</p>	 <p>What shouldn't you choose for a snack?</p> <p>a. cherry tomatoes b. spicy humus dip c. chips</p>
 <p>Can everybody can drink Sports drinks?</p> <p>a. yes b. no, they are recommended only for people who exercise more than an hour at a stretch to replace substances lost in sweat</p>	 <p>Coffee, tea, artificially-sweetened drinks, 100-percent fruit juices, low-fat milk and alcohol do not fit into a healthy diet.</p> <p>a. yes b. no, they are recommended only for people who exercise more than an hour at a stretch to replace substances lost in sweat</p>	 <p>Lack of water will make you</p> <p>a. dehydrated b. bored c. excited</p>
 <p>Fats can</p> <p>a. improve the taste of food b. increase your risk of certain diseases c. make you strong</p>	 <p>Since juices and milk are healthy, can you drink as much as you like?</p> <p>a. yes b. no (you should drink in moderation)</p>	 <p>Does protein come only from animal products?</p> <p>a. yes b. no (and from a variety of plant-based sources)</p>





Not getting enough calcium
in your diet can contribute to

- a. osteoporosis b. sleep difficulties **c. both**



If you don't like salads just

- a. give them up
b. branch out beyond lettuce. Add: Kale, arugula, spinach and broccoli
c. eat meat instead



We can add healthy colour by

- a. using fresh or sundried vegetables**
b. using artificial colours
c. by using pastry colours



Cooking more meals at home
can help you

- a. eat fewer calories
b. avoid the chemical additives and sugar
c. all the above



To add flavor to your salad greens,
.....

- a. eat it with meat
b. eat with coke
c. try a spicy dressing



When you need to satisfy your
sweet tooth go for

- a. the near pastry shop
b. naturally sweet vegetables
c. cooking a cake on your own



If you don't like green beans, broccoli,
Brussel sprouts and asparagus,

- a. cook them in new ways (grilling, roasting or pan frying them with chili flakes, garlic)**
b. boil them
c. steam them



In order to make your cooking
healthy

- a. use much salt
b. grill meats instead of frying them
c. use creamy sauce and salad dressing



Cooking ahead

- a. offers you a home cooked meal waiting to be eaten**
b. is tiring
c. is time consuming and expensive



Healthy eating starts with

- a. filling your supermarket basket with lots of food
b. great planning
c. cooking difficult recipes



Board game on nutrition

Object of the Game

To be the first player (or team) to fill all six spaces on your Scoring Token with different colored wedges by correctly answering questions. Get back to the center first and answer a final question correctly to win!

Instructions

- Each player or team takes an empty scoring token and places it on the center space of the gameboard.
- Place the card holders around the gameboard, near their matching colored wedge space.
- Place all of the wedges in a pile by the gameboard.
- Roll the die to decide who goes first. Highest number rolled takes the first turn. Play continues clockwise.
- When you land on a colored space, you have to correctly answer a question from that category.
- If you land on the center space during the game, you can choose any category for your question.

End of the Game

- As soon as you have won a scoring wedge of each color, start making your way back to the center space and try to land there by exact count.



- If you overshoot, keep playing, answering questions in the categories you land on, until you land on the center.
- When you get to the center, the other players (without looking at any cards) decide from which category you will have to answer a final, deciding question.
- If you get the answer wrong, leave the center space on your next turn and return later (landing by exact count) to try again.

If you answer the deciding question correctly, you win the game!





Making Chocolate

Mme RIDEAU- enseignante accueil, service et commercialisation
Lycée des métiers de l'hôtellerie Bellard- Paris XVIIIème

The 28th February 2019

Erasmus Project



The keys to marketing Chocolate!!



Beethoven has no secrets for you today. He was German, had the nicest character, was and is the biggest composer of the world and loved good things. Chocolate was one the favorite drinks in the 19th century. I propose today to discover **all the mysteries of chocolate**.

The objectives of the session:

- Identify the origins and major steps of chocolate making
- Locate the different chocolate producing countries on a world map
- Carry out the sensory analysis of the different chocolates
- Make the recipe for a hot chocolate



1



1. Identify the origins and major steps of chocolate making

a. Read the story and answer the questions

The history of Chocolate

The Aztecs made a special drink from cacao beans. The mixed cacao with vanilla, black pepper and honey. Then they poured the drink from height so it had foam. The drink wasn't very sweet, and the Aztecs called it Cacahuatl or "bitter water". Only the king and the nobles drank Cacahuatl. Some people say that the Aztec king Moctezuma II drank 50 cups of Cacahuatl a day.

When Hernan Cortés came to Mexico, Moctezuma gave him a golden cup full of this precious drink. Hernan Cortés took three chests of cacao beans back to Spain with him in 1528. At first, nobody liked the strange drink. Someone added hot water and sugar to the cacao beans and this drink became popular.

By the 1700s, there were chocolate shops in many European cities. Chocolate was very expensive. Only rich people could buy it. In the early 1800s, a doctor in England invented a new chocolate recipe. He added milk instead of water to the mixture of sugar and cacao. Children started drinking hot chocolate, and it became even more popular.

1. What did the Aztecs mix with the cacao?
.....
2. What was the drink called?
.....
3. Was the drink sweet?
.....
4. Who did Moctezuma II meet?
.....
5. How many chests did Hernan Cortés take to Spain?
.....
6. What did the Spaniards add to the recipe?
.....
7. What did an England doctor add to the recipe?
.....



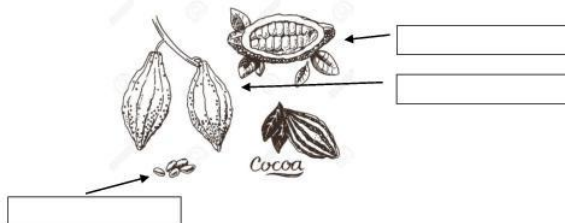
3. By group of 4, make the recipe for a hot chocolate

	1. Maya Chocolate: The Xocoalt	2. The first European Chocolate	3. The Healthy Chocolate
Ingredients: The type of chocolate:			
Materials used:			
What is the particularity? What about the history?			
What can we say about it?			



5

- b. From the video "Where does Chocolate come from", determine the steps of making chocolate
- Complete before the plan of the cocoa fruit



- After translating, put in order the key verbs of the elaboration of the **chocolate** (to ferment; to roast; to scoop out; to dry; to remove the pod, to grind)

1.
2.
3.
4.
5.
6.

- Locate and mention the different **chocolate producing countries** on a world map

.....

Test something special: How is it?

.....

3





2. Carry out the sensory analysis of the different chocolates

Sensory analyze three types of chocolate and find the adjective that qualify and quantity it

Descriptor element (1 to 5- Intensity)	White chocolate 	Milk Chocolate 	Dark chocolate 
Brown	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Bright	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Bitter	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Sweet	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Fruity	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Vanilla	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Fatty	1-2-3-4-5	1-2-3-4-5	1-2-3-4-5
Ingredients			

