

Seasonal®ional project week 5th project week

Country /Number of students participating	Activities	Methods	Conclusions
<p>Germany 46 students</p>	<p>grade 7&8: lapbooks about seasonal vegetables with detailed information about each sample; recipes of dishes based on regional veggies/ cooking and baking; video report</p> <p>grade 9&10: research on the topic of “Buy local”: presentation of results in booklet all groups: presentation of results (booklets, lapbooks, cakes and salad) on Open House, february 3rd5&6: What is seasonal & regional? Montessori wheel of the year and seasonal veggies</p> <p>Regional & seasonal breakfast: meals from lapbooks specially prepared for the break</p> <p>CLIL: video report; translation of lapbook; vocabulary: food and cooking</p>	<ul style="list-style-type: none"> - Inquiry based learning - Learning with models - Video reporting - SOS method 	<ul style="list-style-type: none"> - students learned quickly with new methods - students enjoyed learning with models - improved skills “video reporting” and “research” and “presenting own results”

<p>Latvia, 24 students</p>	<p>grade 8&9 Seasonal vegetables: collection of information on a variety of local vegetables and analysing their nutritional values : English & biology and & home economics by infographics</p> <p>grade 9 cooking local meal: home economics & English (recipes LV & English)</p> <p>grade 9 History: Discussion: how local raw materials for cooking impact on public life and well-being?</p> <p>grade 7 : Local vegetables in Autocollage (informatics- how to make collange?)</p>	<p>Inquiry based learning (IBL) & School outside (SOS - visit market and buy local vegetables)</p> <p>Experiments, discussions, CLIL</p> <p>Discussion. Argumentation. Storytelling</p> <p>IT, infographics (elektronik posters as models)</p> <p>group work, self evaluation, questionnaire</p>	<p>Students learned research skills this week: they took samples in nature (local market), gained experimental data, analyzed them, made calculations, and evaluated the results of the experiment and compare within normal range. Students trained in IT and communication skills, creating infographics, wrote recipes and presenting to other students. As the evaluation questionnaire shows, students learned the names of regional vegetables, knows where to buy local food and have evaluated the benefits of regional food for people, their health and the environment.</p>
<p>Poland 12 students</p>	<p>Eat seasonally – meeting with dietician. What should we eat in different season? Making posters Eat healthy food – preparing salad Salad buffet – healthy breakfast in school canteen. Summarizing of the week - exhibition</p>	<p>Meeting with specialist, discussion free activity CLIL ICT</p>	<p>Students practiced and improved different skills like language, self presentation, cooking. They learnt about healthy lifestyle and what is good for us to eat to be healthy. Thanks to different methods which engaged students attention, all the</p>

			materials and new information was remembered by them much better.
Portugal 13	<ul style="list-style-type: none"> - Group work:Preparing a survey about eating habits among the school community - Project work: Nutritional and Caloric classification of fruit produced in Sernancelhe (figs,grapes, apples, corn, berries, chestnuts and hazelnuts) (grade 9) game: (grade 8) Identifying flavours from their daily diet while blindfolded Creating a Christmas tree with seasonal food (fruit and vegetables) Creating a painting with seasonal and regional food ; Creating some fruit models with leaves collected from the school playground. 	<ul style="list-style-type: none"> - CLIL - Project work - Photo and video reporting - SOS 	<ul style="list-style-type: none"> - Students' knowledge of seasonal and regional food was enriched by diversified methods of working with this food: all five senses were contemplated in these activities. - Students learnt not only the nutritional value of this food, but its aesthetic features also (colour, texture, taste, shape...); - Students learnt and reflected on the school community's eating habits. Besides English language, this project involved the use of ICT, Maths to analyse the survey results and presentation skills, as they had to present their conclusions to the class.
Slovenia 30 students	<ul style="list-style-type: none"> -Preparing a basket of seasonal food. -Preparing seasonal and regional food for our parents. -Exploring the market. -Research about regional and seasonal food. 	<ul style="list-style-type: none"> SOS Free activity Project work CLIL ICT photo gallery, film making 	Pupils co-planned the activities. They first got familiar with the terms regional and seasonal, they explored the advantages and disadvantages of both. They explored the market and investigated the influence of seasonal and regional

	- Grandmothers' recipes.	Powerpoint presentation	origin of fruit and vegetables on different aspects of food sold in the market (the price, availability, quality). They improved their ICT skills as well as their English skills as they had to make a presentation of their research in English. They practiced their presentation skills as they had to present their findings in front of the rest of the classmates. We used sensorial learning as they explored food with all the senses. They cooked a meal from seasonal and regional food for their parents and served them the meal. They prepared a basket with seasonal and regional food and collected old recipes for traditional Slovenian meals from their grandmothers. They also learned about importance of quality food and what influences the food quality. They were pleased with the activities, they were highly motivated in performing them and the methods used proved very effective once again.
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