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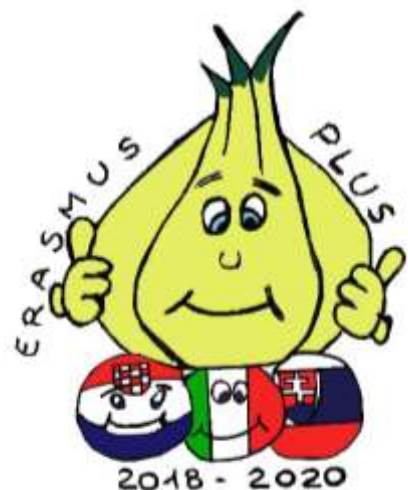
ERASMUS PLUS KA2 2018/2020

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Cooperation for Innovation and the exchange of good  
practices Strategic Partnership for school

# GETTING TO KNOW EACH OTHER BETTER AT THE TABLE. TRADITIONS AND IDENTITY



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# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Art laboratory

### INTRODUCTION

"Composition is the invisible bond that connects the visual elements with each other in search of balance and harmony. By composing shapes and colors to create a work of art, each artist gives us access to his inner world and his personal vision of reality" (L. Sacco)

### ART ACTIVITY

Level: first-year students (Class 1L)

Subject: Art

Human resources: Art teacher

**TEACHING METHOD:** group work

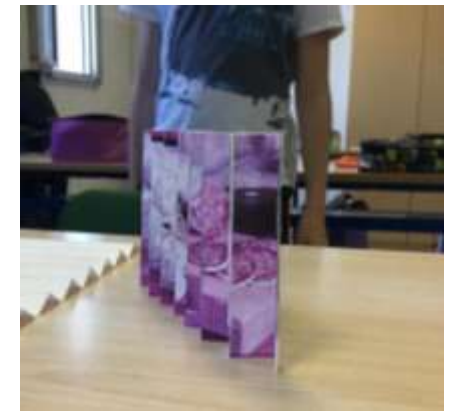
**TOOLS AND MATERIALS:** ruler, scissors, glue, coloured images, sheets and set squares.

### LEARNING OUTCOMES

- Knowing and understanding the workings of visual perception
- Learning to fragment and recompose the image
- Knowing, understanding, and applying the rules and structures of visual language
- Knowing the characteristic of the technique used in visual communication
- Produce a visual message

### SKILLS

- creating an original, personal work by applying the rules of visual language
- teamwork
- searching for suitable and appropriate images



# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Art laboratory

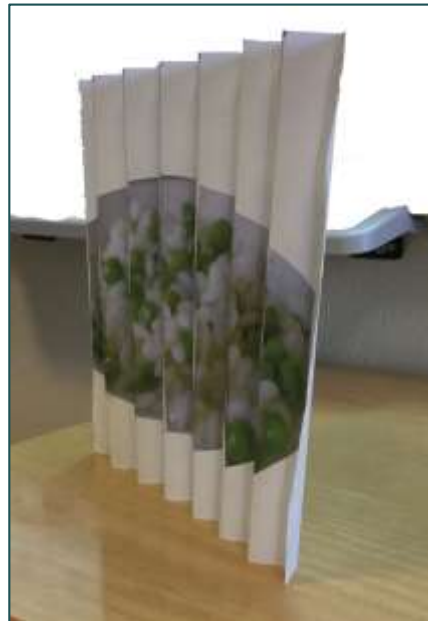
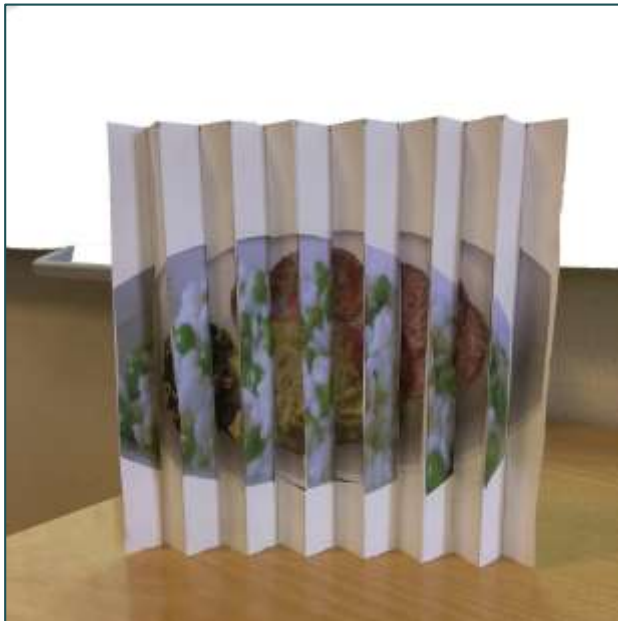
### TEACHING STEPS

Step 1: students present two images of local food products

Step 2: pairwork. Each student draws 11 strips of 3 cm each on the back of the first image and numbers the strips with progressive numbers (e.g. A1, A2, A3, etc.). Then, the student does the same with the other image: in order not to confuse the images after cropping, students will number the strips on the back of the second image with e.g. B1, B2, B3, etc.

Step 3: pupils draw the strips on a blank sheet of paper.

Step 4: students cut out the images into strips and paste them, alternating them in sequences, into the white sheet on which they have drawn the strips.



# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Language laboratory

This activity was carried out last May, when the students were at the end of their first year at lower secondary school.

### TASK

Write a short article for the forum of the E-Twinning platform about some sweet Italian festive food that you like

### TOPIC

sweet Italian festive food

**GOALS** – with reference to the European Council Recommendation of 22 May 2018 on key competences for lifelong learning:

- ❑ *multilingual competence*: expressing food habits and preferences in written English – CEFR level: A1
- ❑ *cultural awareness and expression*: learning about foreign (British) food-related traditions; becoming aware of Italian food-related traditions by comparing them to British traditions
- ❑ *personal, social and learning to learn competence*: learning to manage time and information; working with others in a constructive way
- ❑ *digital competence*: using digital technologies to search and evaluate information and to create and share some digital content.

### PREREQUISITES

#### Grammar

Present Simple, adverbs of frequency, prepositions of time

#### Vocabulary

food, meals

#### Culture

festivities, Italian festive food



### DEVELOPMENT

Step 1: reading a text about British festive food

Purpose: revising food-related vocabulary, Present Simple and adverbs of frequency, prepositions of time, British festivities

Step 2: class discussion on Italian festive food

Purpose: activating the students' knowledge of their own food traditions; encouraging the students to compare Italian and British festivities and the related traditions

Step 3: illustrating the task and its purpose

# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Language laboratory

### DEVELOPMENT

#### Step 4: laboratory

In the IT lab, in small groups of three or four, the students:

- choose two types of Italian festive food they like
- search the Internet for information on the types of food they have chosen – origin, recipes, related traditions
- write short articles summarising the information they have found
- search the Internet for images of the festive food they have written about, and include the images in their articles

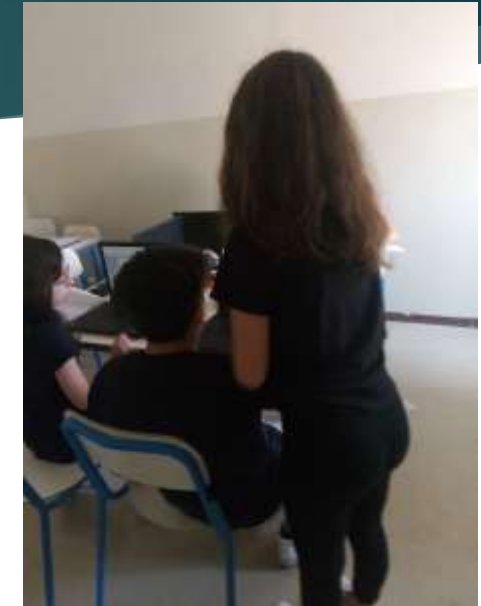
1) Answer the following questions:

- Which type of sweet food is it? (cake, chocolate, ...)
- What is its name?
- When do you eat it? (celebration, time of year)
- What are the main ingredients?
- Which part of Italy is it from?

2) Use your answers to write an article

3) Search the Web for images of the food you have described

4) Choose a title for your article



# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Language laboratory

Today we want to tell you about some sweet Italian festive food. Here are our favourite cakes.

### SALAME DI CIOCCOLATO



It's a birthday cake. The ingredients are: butter, biscuits, eggs, sugar, cocoa and rum. It comes from Emilia Romagna. We usually put candles on top of this cake. Some of us eat it with Nutella and whipped cream.

### PANDORO



It is a typical Christmas cake and it is from Verona. The ingredients are: flour, water, eggs, sugar, butter, milk and vanilla. We usually eat it with icing sugar. Some people eat Pandoro only on Christmas Day, others eat it also on Boxing Day and on New Year's Day.

Our favourite cake is Salame di cioccolato!  
What about you? What are your favourite cakes?

### EASTER EGGS



We eat Easter eggs at Easter. The only ingredients are chocolate and milk. Easter eggs come from Turin, in the North-West of Italy.

### PANETTONE



We eat Panettone at Christmas. The ingredients are: flour, butter, candied fruit, sugar, raisins, honey, yeast, eggs yolk, vanilla, salt, oil and lemon. Panettone is from Milan, in the North of Italy.

# ACTIVITIES BEFORE THE TRIP TO CROATIA

## What is its origin? Story laboratory and instructive text

Class 2L students studied the geographical discoveries made between XVth and XVth centuries, the beginning of globalization and its effects on economics, on society and on culture. Students wrote some recipes which use food coming from the American continent and which did not exist in the Middle ages, in order to experience on their own real life the consequences of Colombian exchange and in order to exploit their competences on writing regulative texts.

### **INTRODUCTION: THE COLUMBIAN EXCHANGE**

The phrase "Columbian exchange" refers to the exchange of plants and animals, and also to cultural exchanges between Europe and America, following Christopher Columbus's voyages and the subsequent geographical explorations. It is considered the first stage of the process of globalization that grew in the 20th century and that is still going on nowadays.

As for agriculture and food, from the New World came peppers, cocoa, peanuts, pineapples, pumpkins, sunflowers, tomatoes, vanilla, courgettes and also corn, potatoes and bean. The latter three products spread widely across Europe and saved the European population from famines and pestilences.

The colonial powers of the Old Continent, on the other hand, changed the traditional native crops in America, introducing more profitable products such as coffee and sugarcane to supply the European market with expensive goods. Other foods also came to America: apples, apricots, artichokes, asparagus, bananas, barley, beetroots, carrots, oranges, lemons, aubergines, olives, peaches, pears, pistachio nuts, rice, soy, tea, wheat and many more. Clearly, they are food products that had come to Europe from other parts of the world: Central Asia, Arabia, Africa.

As for animals, Europeans became acquainted with alpacas, llamas and turkeys. In their turn, they exported to America cats, dogs, rabbits, donkeys, chickens, cows, goats, geese, horses, pigs, sheep are just some examples.

The colonial powers also introduced Catholicism into America, often using brutal methods. Catholicism, however, fostered tolerance among different ethnic groups and avoided the rise of racism, especially in Latin American countries.

Sadly, the Europeans also brought numerous diseases to America, such as the plague, the chickenpox, cholera, the flu, leprosy, malaria, measles, smallpox, the typhus fever. They were the main cause of the population decline, more than either the violence of the conquistadors, or the terrible working conditions in plantations and mines, or the cultural shock. On the other hand, tobacco and cocaine arrived in Europe from America.

# ACTIVITIES BEFORE THE TRIP TO CROATIA

What is its origin? Story laboratory and instructive text

## POLENTA

### Ingredients

1l water  
300g corn flour  
50ml olive oil  
1 pinch salt



### Method

Pour the water into a pot and bring to the boil.  
Add the oil and salt to the water.  
Lower the heat.  
Sprinkle the corn flour on the water whisking vigorously.  
Let it cook for 45 minutes on low heat.  
Allow the polenta to cool before serving.

## PIZZA



### Ingredients (for 1 pizza)

150g double zero flour  
5g brewer's yeast  
150ml water  
5g salt  
125g mozzarella cheese  
150g tomato sauce  
15g extra-virgin olive oil

### Method

Pour the flour into a bowl.  
Add the yeast, the salt, the water and the oil.  
Knead the ingredients.  
When you get a uniform dough, let stand and rise for at least 3 hours.  
Work the dough until you get a thin disk.  
Spread the tomato on the dough with a ladle or spoon.  
Scatter the chopped mozzarella cheese on top.  
Add some basil leaves and bake in the oven for 8 minutes.  
Take the pizza out of the oven as soon as it is ready.  
Add a drizzle of oil and serve piping hot.

# ACTIVITIES BEFORE THE TRIP TO CROATIA

## What is its origin? Story laboratory

### INTRODUCTION

The main topic of Erasmus plus Project is the typical food of the place from which the pupils are or the food of the region Veneto.

The project is on how to prepare and cook some typical dishes of the towns in the Veneto and their history as traditions handed down to the new generations. Therefore the attention and interest of the class 2D focused on maize.

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### MAIZE



In the first term the pupils made a project with the following objectives:

- the history of the plant of maize with references to the historical periods when it was grown until its use nowadays.
- spotting of the geographical areas of the American, Asian, European continents
- historical references of the native peoples of central America such as for example the Mayans.
- The use of maize in the typical recipes of the Veneto and in industry.

### CONCLUSION

The class has observed the basic importance of the plant of maize in the course of time because it was the fundamental food of a lot of peoples.

# ACTIVITIES BEFORE THE TRIP TO CROATIA

What is its origin? Story laboratory

## MAIZE

Maize is a Jewish plant and one of the most important cereals grown both in tropical and temperate regions.

At the beginning it was grown by native peoples in Mexico in ancient history 9.000 years ago. The first peoples who domesticated it were the Maya and the Olmecs who grew a lot of varieties. From 2.500 B.C. there was the spread of crops throughout the most part of American territories and then, thanks to the creation of a trading system of this cereal, it was spread also in other countries like France, Portugal and China.

Maize is the basis of traditional food in southern America and in some regions of northern America and Europe.

Among the different uses of maize there is grinding to make flour, squeezing to get maize oil, fermentation and distillation in alcoholic drinks. Maize is also used in chemical industry.



A study in 2002 revealed that the most ancient varieties of maize which have survived are those of the Mexican plateaus. Before being domesticated the maize plants produced only a small corncob of 25 mm and a lot of centuries of artificial selection made by the native American peoples brought to the development of maize plants which had some cobs some centimeters long. Maize was brought for the first time to Europe by Christopher Columbus in 1493 and in the first decades of 17th century it spread from Spain to southern France, northern Italy and the Balkans. For a long time its role remained of secondary importance. The increasing of population and the recurrent famines in many European regions in 18th c. obliged farmers to create more productive cultivations. Consequently from the second part of 18th c. maize growing was spread in the Balkans, in the Po Valley and in southern France, substituting mainly millet and barley, cereals traditionally considered inferior and destined to the poorest part of population.

# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Croatian PROVERBS about food

*Jabuka ne pada daleko od stabla.*  
**The apple doesn't fall far from the tree.**  
(when someone is behaving in the same way as his parents)

*Nema kruha bez motike.*  
**There is no bread without a shovel.**  
(you can't succeed if you don't put an effort into your work)

*Ispeci pa reci.*  
**First bake it, then say it.**  
(think before you say it)

*Kad na vrbi rodi grožđe.*  
**When a willow bears grapes.**  
(that means: never!)

*Ne stavljaš sva jaja u jednu košaru.*  
**Don't put all the eggs in one basket.**  
(one shouldn't concentrate all his efforts in one area, it is not safe)

*Ne traži kruh nad pogačom.*  
**Do not ask for bread if you have a tortilla.**  
(do not be greedy)



PEOPLE WHO  
LOVE TO EAT  
ARE ALWAYS  
THE BEST PEOPLE

-JULIA CHILD

# ACTIVITIES BEFORE THE TRIP TO CROATIA

## Slovakian PROVERBS about food

*Kde sa dobre varí, tam sa dobre darí!*  
**There where is a good cuisine, there is fine.**

(At place where is prepared a good meal people feel well.)

*Hlad je najlepší kuchár.*  
**A hunger is the best cook.**  
(One who is hungry eats every meal.)

*Lepší chlebík v pokoji, ako koláč v rozbroji.*  
**Better a piece of bread in peace than a pie in fight**  
(Even the best meal does not taste good in a bad atmosphere.)

**Cabbage is best after it is reheated seven times.**

**Slovak Proverb**

*Koľko ľudí, toľko chutí.*  
**As many people so many tastes.**  
(Different people have different sorts of taste.)

*Bez práce nie sú koláče.*  
**There are no cakes without work.**  
(One who wants succeed must be prepared for hard work.)

*Raňajky zjedz sám, obed ponúkni priateľovi a večeru daj nepriateľovi.*  
**Have a breakfast on your own, lunch offer to your friend and dinner give to your enemy.**  
(Keep an eating habit to eat more in the morning and less towards the evening.)