



*Let's make it better! Raising the awareness of the triad nutrition-health-food safety in school education*

# FOOD SAFETY AND NUTRITION IN GREEK CURRICULUM

## 1. Introduction

The curriculum in Greece ensures that children in primary education, both in kindergarten (ages 4 to 6) and primary school (ages 6 to 12), as well as secondary education (junior high school – Gymnasium, ages 13 to 16) have experiences learning about food, food safety and nutrition.

In Kindergarten, food safety and nutrition is taught mainly through health education and activities planned in order to promote the relationship between child and environment, to develop their physical activity and personal health

In primary schools, food and nutrition is taught mainly through activities in “flexible zone” where one of the thematic areas is “Issues of Health Education” and in Sciences (Environmental Studies and Biology).

In Gymnasium food safety and nutrition is taught through in Home Economics and Sciences (Biology, Chemistry)

## 2. Curriculums

Section 2.1 presents the aims and the objectives of “Health education” in Greek curriculum, as well as on of its basic axes of cognitive context that is related to food and nutrition. That section also presents an “example developing health education program on nutrition”.

Section 2.2 to 2.4 describes the context axes, the objectives, the competences and the fundamental concepts concerning food safety and nutrition that are present in Greek curriculum in primary and secondary education. Each section concerns one level of education (Section 2.2 Kindergarten, Section 2.3 Primary School, and Section 2.4 Gymnasium) and the courses taught at that level related to food, food safety and nutrition.

## 2.1. Health Education

### Aims and objectives

Health Education in schools is an eminently interdisciplinary activity, which contributes to the enhancement of school life and the school's connection with the social reality.

The *aim* of health education is to protect, improve and promote mental and physical health and social wellness of students, through the development of their social skills and critical thinking, and the upgrade of their social and physical environment.

*General objectives* of Health Education are the defense and promotion of mental and physical health and social wellness. Prevent exclusion of young people from society and the labor market. Develop skills and shape people with critical attitude. Reduce school failure and drop out of compulsory education.

### Basic axes of cognitive content (1 of 9 axes)

<b>Consumption and Health</b>	Nutrition and eating habits, obesity, cardiovascular disease, oral hygiene, genetically modified products.
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### Example developing health education program on: NUTRITION

The program aims to promote mental and physical health of students by adopting healthy eating habits.

<b>Subsections</b>	<b>Objectives</b>	<b>Fundamental Concepts</b> <b>Interdisciplinary Approach</b>
The origin of food. What is the nutritional value of food? The implications of nutrition to our health	To understand the origin of the foods, their value and their effects on health.	Space, Change, Dependence, Interaction, Balance, Knowledge, Organization, Evolution, Individual, Society, Stress, Self-Esteem
What foods humans consume nowadays What was the nutrition of humans in the past	To investigate the relationship between nutrition and place, time, economy, religion and culture. To evaluate the information and adopt positive attitudes and behaviors.	Similarity – difference, Evolution, Development, Communication, Space, Time, Tradition, Culture, Change, System
How healthy is our nutrition today. How to ensure proper nutrition.	To develop skills in order to classify, process and evaluate information and to realize the dangers that threaten their health.	Change, Balance, Energy, Responsibility, Self-protection, Prioritization, Order, Organization, Communication, Self-knowledge

<p>How much money people spend today on nutrition.</p> <p>Starvation in Third World countries</p> <p>Genetically modified products</p> <p>Economy and nutrition</p>	<p>To investigate how the economic situation determines the standard of living and nutrition.</p>	<p>Prioritization</p> <p>Economy, Evolution, Responsibility</p> <p>Self-awareness, Solidarity, Dependence, Space, Imbalance, Individual, Society, Contact, Autonomy, Information, Interaction, Conflict, Self-protection, Selfishness, Organization</p>
<p>Advertising and Nutrition</p>	<p>To recognize the power of advertising in food consumption, and resist by developing critical thinking.</p>	<p>Information, Conflict, Protection, Individual, Society, Self-protection</p>

This issue can be investigated with interdisciplinary extensions in the course of Chemistry, History, Geography, Biology, Politics and Social Education, Home Economics, Physical Education, Religious, Mathematics etc.

## 2.2. Kindergarten

### A. Health Education

#### Curriculum of Health Education

Objectives	Thematic Areas (time)	Indicative Activities
<p><i>Students have to</i></p> <p>Realize certain values regarding health issues and to implement the relevant principles.</p> <p>Cultivate their relationships with others and gain knowledge and skills that will allow them to follow basic hygiene rules</p>	<p>Myself</p> <p>A) Care of me</p> <p>Cherish and look after my body (how I eat). Links to more specific issues such as: nutrition</p>	<p>Create from plasticine fruits they like to eat.</p>

### B. Child and Environment: Program of Planning and Developing Environmental Activities

#### Human environment and interaction

Competences pursued to develop	Content / Indicative cross-curricular activities	Fundamental concepts
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<p>Learn basic hygiene rules and protection</p>	<p>Kids, daily, have the opportunity to realize the importance of cleanliness, exercise and a healthy diet to maintain and promote health. To know and talk about basic hygiene habits (e.g. dental care, nails, etc.). To distinguish healthy and harmful foods and substances (e.g. nicotine in cigarette). To recognize and classify foods into different groups (e.g. deciding to present alternative proposals for healthy breakfast looking for appropriate products for breakfast). They decide to limit the consumption of sweets and increase consumption of fruits for the next week, stick in log table wrappers of sweets and peels from fruits they eat every day and compare). To understand the importance of drugs in our lives.</p>	
<p>Develop their physical activity and promote their health</p>	<p>Recognize and describe how physical activities affect the body (eg gasp, warm etc.) and understand the ways in which the body can return to normal rhythm after exercise (eg relaxation, rest, proper food, etc.)</p>	<p>Interaction (dependency)</p>

## 2.3.Primary School – “Dimotiko”

### A. Health Education

#### Curriculum of Health Education

Objectives	Thematic Areas (time)	Indicative Activities
<p>Students have to realize certain values regarding health issues and to implement the relevant principles.</p> <p>To cultivate their relationships with others and gain knowledge and skills that will allow them to follow basic hygiene rules</p>	<p><i>Myself</i></p> <p>What we need to grow up.</p>	<p>Students are divided into groups of five. Each team gets one card for each of the five issues (food, cleanliness, safety, exercise, rest and relaxation). Think and write how they can keep their bodies healthy.</p>

### B. Flexible Zone

One of the thematic areas of the Flexible Zone for elementary school is ***Issues of Health Education***

### C. Environmental Studies

#### Content Axes, Objectives, Fundamental interdisciplinary approach concepts

Grade	Content Axes	General Objectives (knowledge, skills, attitudes and values)	Indicative Foundations Concepts of Interdisciplinary Approach
1	<i>The needs of humans</i>	<p>To be able to distinguish their basic needs and find ways to satisfy them</p> <p>To reflect the inadequate coverage of basic (dietary) needs of all children in the world.</p>	<p>Unit-Whole</p> <p>Interaction</p> <p>Space - time</p>
3	<i>Food and other energy storage</i>	<p>To recognize the necessity of food intake by humans.</p> <p>To develop positive attitudes and</p>	<p>Interaction</p> <p>Change</p> <p>System</p>

		behaviors to maintain their personal health. To get acquainted with soft energy.	
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## Curriculum of Environmental Studies

### Grade1

Objectives	Thematic Areas (time available)	Indicative Activities
<i>Interaction between Human and Environment</i>		
<p><i>Students have to be able to:</i></p> <p>Mention habits that help maintain health.</p>	My health	They mention and record healthy habits on nutrition (food choice based on real needs, avoiding advertised products that damage health, wash hands before eating, good chewing of food, etc.)
<p>Distinguish basic needs that people have about clothing, food, shelter, etc.</p> <p>Mention habits that help meet some of their needs (eating, sleeping, clothing cleanliness, entertainment).</p> <p>Recognize that basic needs are the same for all children in the world and, moreover, that there are children in the world who are unable to fulfill basic (eg nutritional) needs.</p>	<p>The needs of humans</p> <p>The basic human needs</p> <p>The particular needs of man (Methods of satisfaction of human needs, Health Education)</p> <p>(3 hours)</p>	<p>They eat breakfast together in the classroom and discuss their basic needs and their eating habits.</p> <p>Playing in theater play on the rules relating to health and cleanliness.</p> <p>Collect images, photographs, printed clippings etc. showing children who are deprived of essential goods.</p> <p>Discuss on the occasion of some images for international organizations (UNICEF, ACTION AID) who take care of these children and the potential that they have to provide their own help.</p>

### Grade 3



Objectives	Thematic Areas (time available)	Indicative Activities
<b>Interaction between Human and Environment</b>		
<p>Students have to be able to:</p> <p>Recognize the importance of food for human survival.</p> <p>Know 'storage' of energy.</p> <p>Understand that, stored energy is converted to another form of energy, when changes occur in the material that they are enclosed (fuel burn, food breaks, etc.).</p>	<p>Food and other energy storage</p> <p>Food and energy</p>	<p>They gather and classify printed material with food that eats humans.</p> <p>Discuss, through examples, for the essential "storage" energy: food, fuel, batteries etc.</p> <p>Noticing through activities or examples that the stored energy is converted into another form (fuel burn, food breaks etc.).</p>
<p>Recognize that consumption is an integral part of everyday life of people and to distinguish it from overconsumption</p> <p>Reflect on the role of advertising in overconsumption and obtain critical attitude towards advertising and consumption patterns</p> <p>Recognize, together with our own, products from the European Union.</p> <p>Be aware that current products may cause damage to their health and distinguish harmful ingredients on the packaging.</p> <p>Recognize basic international symbols that warn about the use and risks of liquids and solids.</p>	<p>Consumption</p> <p>Consumption and overconsumption</p> <p>Consumption and Advertising (The role of advertising, products from the EU, product standards, consumer protection). (3 hours)</p>	<p>Present examples of consumption from everyday life (food, clothing, etc.) and are concerned about corresponding examples of overconsumption.</p> <p>Record 10 products they want to buy and considering whether they cover their real needs.</p> <p>They notice on the map EU countries and researching what products purchased by their family come from the EU and what not. Do research on the packaging rules and standards of food from the EU, seeking common elements and symbols on the packaging of these products.</p> <p>They gather in the classroom packings of products, read the ingredients, identify dates of production – expiry, harmful ingredients containing and international symbols listed (Modern Greek Language, Mathematics).</p>

## D. Biology

<b>Grade</b>	<b>Content Axes</b>	<b>General Objectives (knowledge, skills, attitudes and values)</b>	<b>Indicative Foundations Concepts of Interdisciplinary Approach</b>
<b>3</b>	Human Dietary needs of human	To recognize the necessity of food intake for humans	Interaction
<b>5</b>	Human The digestive system - food's route through the body - factors that affect the proper functioning of the digestive system – nutrients.  The Circulatory system - factors that affect the operation of (exercise, nutrition)	To associate the functions of the human survival needs (Nutrition-circulation-vision)	System Change Adjustment Balance Communication

## 2.4.Junior High School (Gymnasium)

### A. Biology

#### Objectives, Thematic units, Indicative activities, interdisciplinary work plans

##### Grade 7

Objectives	Thematic Areas (time available)	Indicative Activities
<p>To recognize that organisms in order to survive exchange substances with their environment (interaction).</p> <p>To recognize that organisms fulfill their nutrient requirements and energy through food.</p>	<p>Nutrient intakes – digest</p> <p>Food: source of energy and nutrients for the organisms.</p>	<p>Collection and recording of data on the food intake mechanisms of plant and animal organisms – Clustering the organisms based on these data.</p>
<p>To name and describe in summary the digestive organs of humans and explain the role of each of them in the process of digestion (cooperation).</p> <p>To explain the role of teeth in the digestive process and justify the need for their protection. To specify the main categories of nutrients and explain their role in the functioning of the human body.</p> <p>To indicate the degradation products of proteins, carbohydrates and fats in the digestive system. To indicate diseases affecting the digestive system and to correlate their appearance with the effect of various environmental factors or factors related to individual practices or behaviors (eg nutrition).</p>	<p>Human Digestive System</p> <p>Ingredients of food - nutrients - cleavage products of nutrients.</p> <p>Digestive organs - structure and function.</p> <p>Food digestion process - decomposition of nutrients - absorption of useful substances - waste elimination.</p> <p>Food and energy. Nutritional needs of the human body.</p> <p>Factors affecting the functioning of the digestive system, alcohol etc.</p> <p>(4 hours)</p>	<p>Students work with models of human digestive organ in order to understand the structure and the process of the food during digestion.</p> <p>Observation of the packaging of various food products and recording of data on energy supplied, vitamins, the existence of additives (preservatives etc.).</p> <p>Discussion and reflection on consumer behavior of these products.</p> <p>Discussions about the ways that we can protect our teeth – Comments on images that describe the correct way of brushing teeth. Each student compares his own daily practice with the right.</p> <p>Project (in group or individually) in matters relating to nutrition of people nowadays and the various trends related to that (vegetarian etc.). Comparison and reflection on the eating habits of team members (Home Economics).</p> <p>Experiments in the lab.</p>

		Determination of the energy output from the combustion of a peanut. Detection of proteins, sugars, starch lipids in food.
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### Proposed Interdisciplinary work plans

**Topic: Diseases of the circulatory system - Effect of exercise and nutrition.** A dramatized activity is organized in which a student plays the role of a person who watches TV while eating snacks, drinking soft drinks and smoking. After the completion of the play the teacher asks students to report the reasons people spent their free time like this. During the discussion the teacher summarizes the function of the circulatory system and the class is asked to investigate how the sedentary lifestyle, and the adoption of bad habits (smoking, etc.) affects negatively the function of the circulatory system. **Fundamental interdisciplinary concepts:** system, balance, interaction. **Extensions:** Physical Education, Chemistry and Home Economics).

**Topic: Nutrition - Mediterranean diet, its relationship to the environment, its effects on the lives of the Mediterranean people.** Students collect and bring to class products, components of the Mediterranean diet (legumes, vegetables, fish, oil, etc.) and register the components of these foods (vitamins, dietary fiber, etc.), their importance for the consumer, the types of foods that are rich in them, their availability in different seasons. After the presentation of that work, students compare different foods (eg a pizza with a traditional Mediterranean dish) in terms of calorie content, the presence of fiber, polyunsaturated fats etc. **Fundamental interdisciplinary concepts:** system, balance, interaction. **Extensions:** Chemistry and Home economics

### Grade 9

Objectives	Thematic Areas (time available)	Indicative Activities
<p>To recognize food as a source of energy and chemical substances for the human body.</p> <p>To define the concept of metabolism (anabolism - catabolism) and associates it with the energy changes in cells.</p> <p>To justify why the anabolic and catabolic reactions take place simultaneously in the human body.</p>	<p>Food: energy source - Enzymes – Metabolism</p> <p>Metabolism (anabolism - catabolism) - Cellular respiration</p>	<p>Work in groups or individually, related to the use of enzymes in everyday life. By using appropriate examples (eg symptoms of the onset of fever, instructions for use of products containing enzymes such as detergents, etc.) students recognize the usefulness of the knowledge acquired in their daily life and brought to use.</p> <p>Identify factors affecting metabolism (Chemistry</p>

<p>To recognize the role of glucose in order to cover the energy needs of the cell.</p>		<p>Economics. Economics).</p> <p>Laboratory exercises: Construction of a calorimeter or use an existing one in the school laboratory, and measurement of the internal energy of sugar, beans etc.</p> <p>Experiment adding H<sub>2</sub>O<sub>2</sub> in liver tissue for detecting the action of enzymes.</p>
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## B. Home Economics

### Axes, Objectives, Fundamental Concepts of Interdisciplinary approach

Grade	Axes of Cognitive Concepts	General objectives (knowledge, skills, attitudes and values)	Indicative Fundamental interdisciplinary approach concepts
7	Diet (nutrition)	<p>To realize the importance of nutrition for survival, development, health and work performance.</p> <p>To learn why humans have to feed and acquire the necessary knowledge about food, their aggregation and the right food choices for their daily diet.</p>	<p>Μονάδα-Σύνολο</p> <p>Μεταβολή</p> <p>Αλληλεπίδραση</p> <p>Χώρος-χρόνος</p>
8	Nutrition and Dietetics	<p>To acquire habits that will help them improve their health, their growth and their wellbeing.</p> <p>To understand how it is possible to prevent serious health problems that cause morbidity and mortality in the</p>	<p>Individual-Total</p> <p>Change, Space-Time</p> <p>Interaction</p> <p>Similarity-difference</p>

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### Specific Objectives

To be aware and to understand the role of the financial resources of the family and to raise awareness for food and consumer affairs.

To acquire the necessary knowledge about food, proper nutrition, and the preparation of simple diets.

### Objectives, Thematic units, Indicative activities, interdisciplinary work plans

#### Grade 7

Objectives	Thematic Areas (time available)	Indicative Activities
<p>To understand the dependence between life and proper eating.</p> <p>To acquire skills in identifying, grouping the food, the energy providing by food ingredients and the right choices for their daily diet.</p> <p>To learn to link the physical and mental development with their dietary habits and to form a strong character</p>	<p><i>Nutrition (Diet)</i></p> <p>Feed and food.</p> <p>Food groups.</p> <p>Milk Group.</p> <p>Fruits and vegetables.</p> <p>Cereals - bread.</p> <p>Meat - Fish - legumes.</p> <p>Fats - oils.</p> <p>Sweets, drinks, drinks.</p> <p>Meal Planning.</p> <p><b>9 hours</b></p>	<p>Discussion about the necessity of food for proper mental and physical development (Religion, Biology, Physical Education, Greek Language, Informatics, Ancient Greek, Health Education).</p> <p>Separation of foods and their derivatives into groups (Biology, Physical Education, Informatics Technology, Health Education, Aesthetics).</p> <p>Confrontation between the advantages and disadvantages of the food groups (Biology).</p> <p>Collection and evaluation of information on the various fields related to the preparation, production and distribution of food (Informatics, Biology).</p> <p>Preparation and presentation of</p>

		a breakfast and a meal in class.
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### Proposed Interdisciplinary work plans

**Food Groups.**Elaboration of individual and group works in order to gather information for each food, collect images from ancient vases, collect texts from ancient writers, make appropriate sets and costumes to create a theatrical performance presenting the advantages and disadvantages of the food groups. **Fundamental interdisciplinary concepts:** Dimension, Interaction, Similarity-Difference, Change, unit-set, etc. **Extensions** in Aesthetic Education, Technology, Greek Language, Biology, Chemistry.

### Grade 8

Objectives	Thematic Areas (time available)	Indicative Activities
<p>To acquire specific knowledge about diets and dietetics, to understand the relationship between diet and health.</p> <p>To exercise on how they can make their individual diet, meal plans.</p> <p>To enrich their vocabulary.</p> <p>To learn to observe, investigate, collaborate and convey useful knowledge in their family. To acquire proper eating habits.</p> <p>To understand that the quantities of needed nutrients vary and they depend on the age, condition, work and living environment and that some people need special nutritional care.</p>	<p>Nutrition and Dietetics</p> <p>Nutrition and Health.</p> <p>Calories.</p> <p>Proteins.</p> <p>Carbohydrates.</p> <p>Lipids.</p> <p>Vitamins.</p> <p>Minerals.</p> <p>Water and Electrolytes.</p> <p>Fibre.</p> <p>Nutrition in the circle of life.</p> <p>Compose a diet.</p> <p>Diet of athletes.</p> <p>Modern technology and food.</p> <p><b>13 hours</b></p>	<p>Investigation of dietary habits with questionnaires, tests, crosswords, tasks, slides, articles from magazines and newspapers, projects. (Greek Language, Informatics, Technology, Health Education, Aesthetics).</p> <p>Organize activities in order to learn to offer not only knowledge, but also services (Physical Education, Health Education, Arts Education).</p> <p>Visit places of production, processing, preservation, maintenance and food preparation and design of a food sample that could go into production (Health Education, Consumer Education, Informatics, Technology).</p>

### Proposed Interdisciplinary work plans

**Topic: Greek traditional diet – customs and traditions of Greek people:** Organization of individual and group work in order to gather data and images from magazines and books, from ancient texts, narrated stories, to create a report with local food and local customs and traditions. **Fundamental interdisciplinary concepts:** Dimension, Interaction, Communication, Similarity-difference, Change, Unit-Total, Culture etc. **Extensions** in Aesthetic Education, Physical Education, History, Language, Geography, Religion.

## C. Physical Education

### Specific Objectives

Physical sector (Psychokinetic)

Acquisition of basic hygiene knowledge

### Objectives, Thematic units, Indicative activities, interdisciplinary work plans

#### Grade 7 and 8

Objectives	Thematic Areas (time available)	Indicative Activities
<i>A.Sports</i>		
<i>Cognitive Section</i> To understand the importance and the role of diet (nutrition).	Fitness	

#### Grade 9

### Proposed Interdisciplinary work plans

**Topic: Exercise and Health.** Elaboration of group and individual work in order to collect information related to the subject, with review of the literature (written and electronic press), to record the benefits of exercise, filming or photographing recreational sports (rafting, hiking, climbing etc. .), participation in sports of mountain and sea, study the Mediterranean diet pyramid, build this pyramid in the course of Technology.



## D. Chemistry

### Specific Objectives

The role of chemistry in society is complex and has direct relevance to human health, nutrition, the environment and general quality of life.

#### Grade 7

Objectives	Thematic Areas (time available)	Indicative Activities
General Section 1: Introduction to Chemistry		
<i>Students aim to:</i> mention certain areas of everyday life (health, nutrition, clothing, cosmetics, etc.) related to chemistry.	Chemistry converts raw materials into new useful products. Chemistry and everyday life. Chemistry and growth. Beneficial and harmful applications of chemistry.	

#### Grade 9

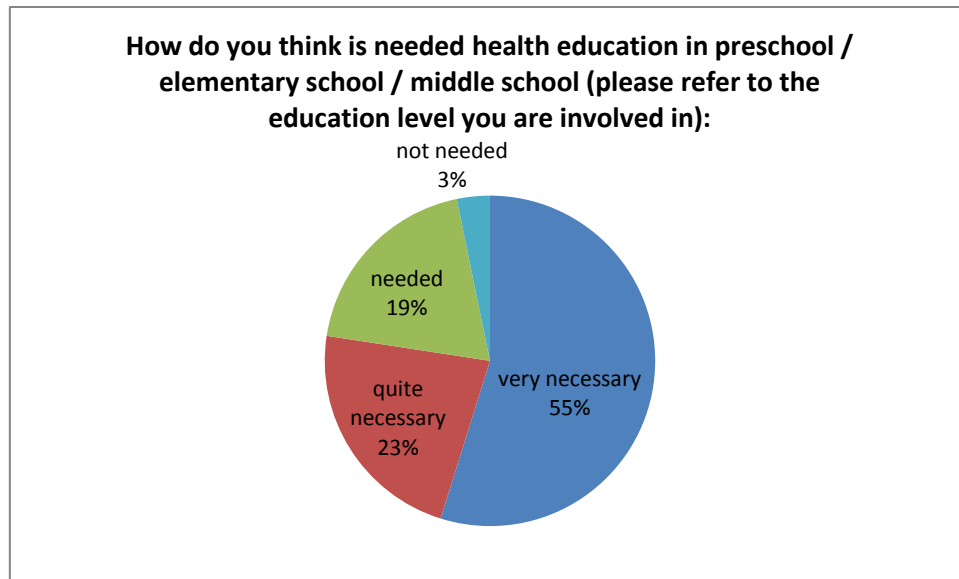
Objectives	Thematic Areas (time available)	Indicative Activities
General Section 1: Acids, Bases and Salts		
<i>Students aim to:</i> Appreciate the importance of proper use of sodium chloride in maintaining health	Sodium chloride and nutrition.	
General Section 2: Sort of elements - Elements of special interest		
Relate the widespread use of metals and alloys with appropriate properties.	Uses of metals and alloys.	Metals and nutrition. Iron-deficiency, anemia (Biology, Home Economics).
General Section 3: The Chemistry of Coal		

<p>Verify experimentally the existence of carbon in organic material.</p> <p>Name the most important carbohydrates.</p> <p>Report the main edible fats and their biological value.</p> <p>Appreciate the role of carbohydrates, proteins and fats in organisms.</p> <p>Conclude that carbon is one of the essential elements of living matter.</p> <p>Connect the main stages of the carbon cycle in reconstruction processes, degradation and energy exchange.</p>	<p>The Carbon Compounds of Life</p> <p>Carbohydrates: glucose, starch, cellulose and glycogen.</p> <p>Proteins: polymers of amino acids.</p> <p>Fats and oils.</p> <p>The carbon cycle in nature, the importance of coal to living organisms.</p>	<p>Laboratory exercises:</p> <p>Sugar carbonization with concentrated sulfuric acid.</p> <p>Detection of starch with iodine tincture.</p> <p>Recording entities containing cellulose.</p> <p>Study of the subject "Ingestion" from the chapter "Digestion" - Biology 7<sup>th</sup> grade.</p> <p>Study of the theme "The molecules of life" - Biology 9<sup>th</sup> grade</p> <p>"Healthy Diet" (Biology, Home Economics). Investigate and make proposals for a balanced and healthy diet.</p>
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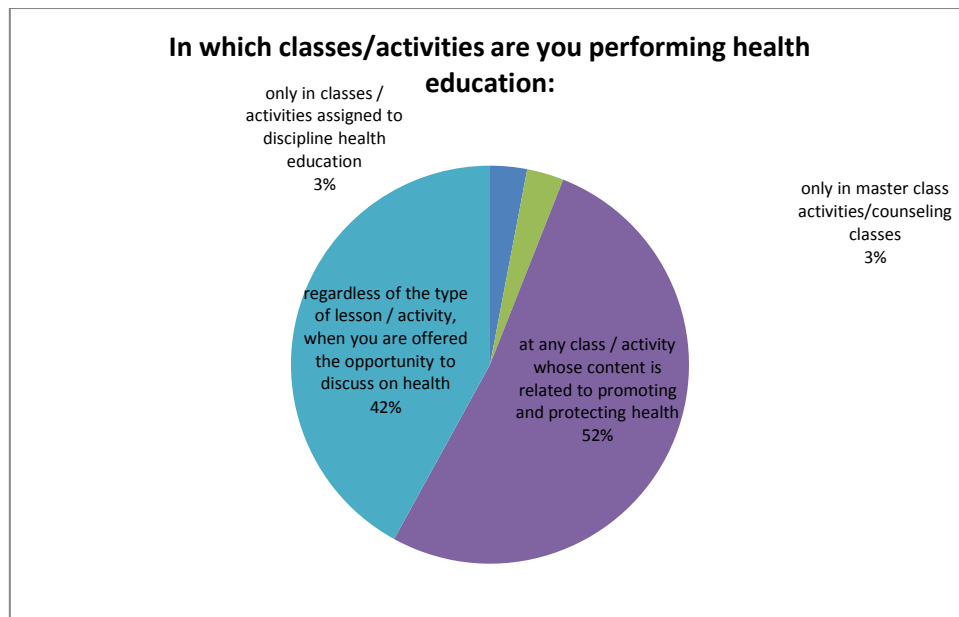
## QUESTIONNAIRE - RESULTS

Primary School: 31 answers

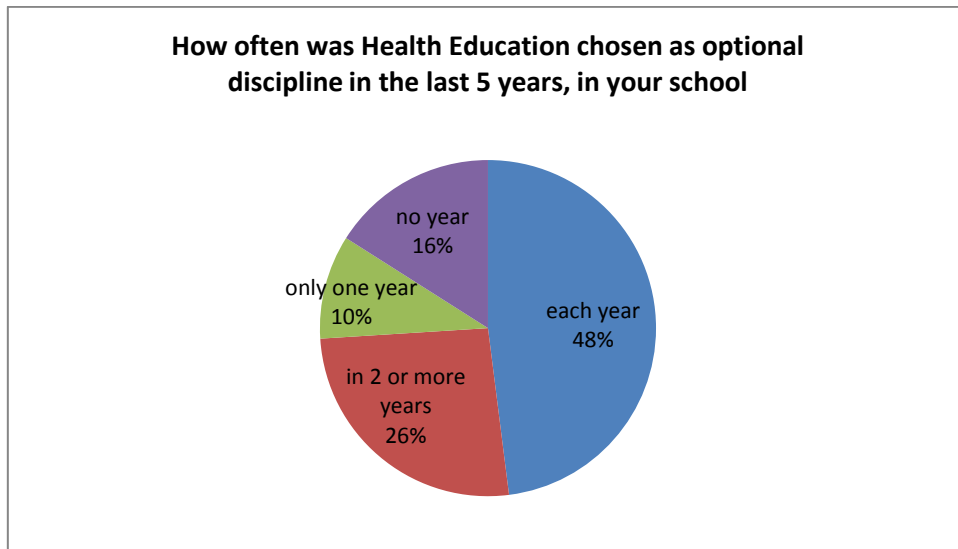
Q1.



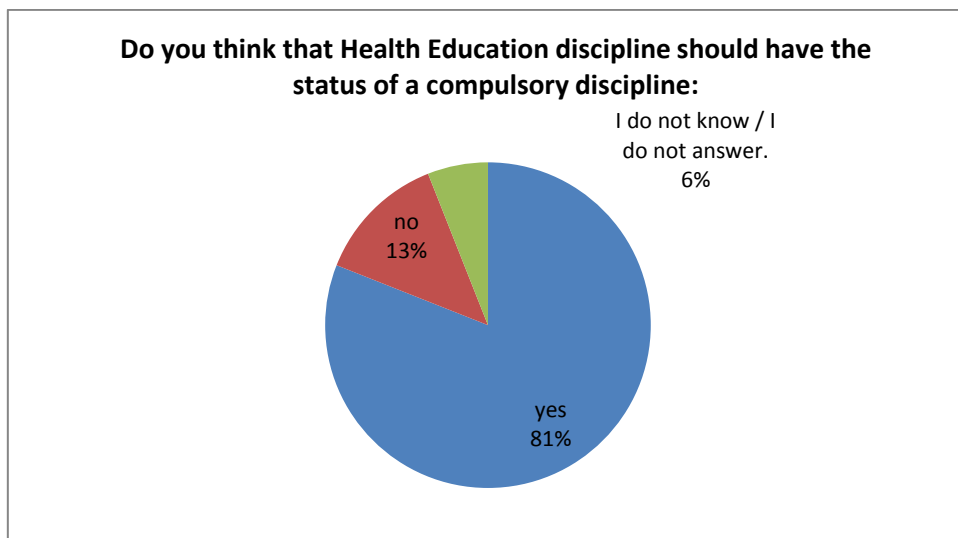
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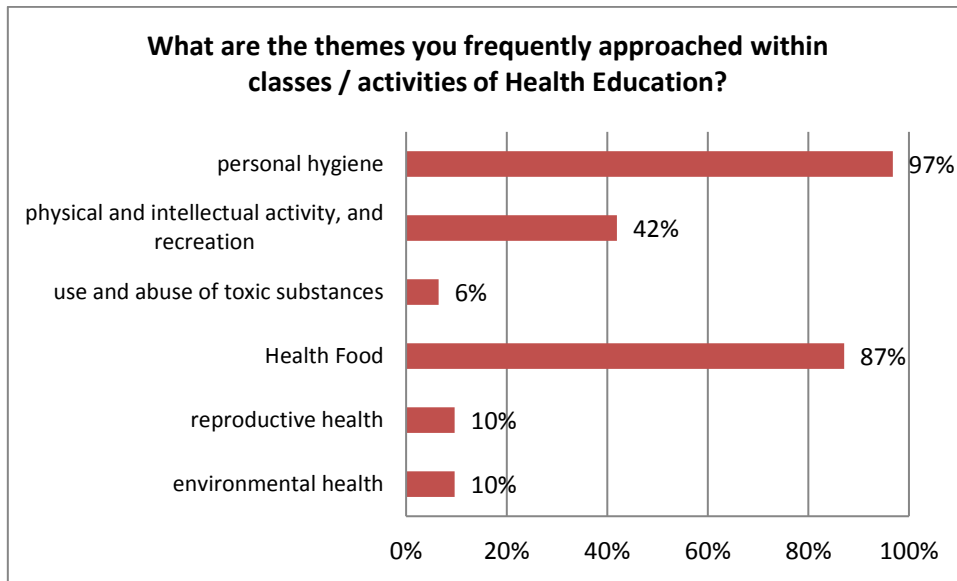
Q3.



Q4.



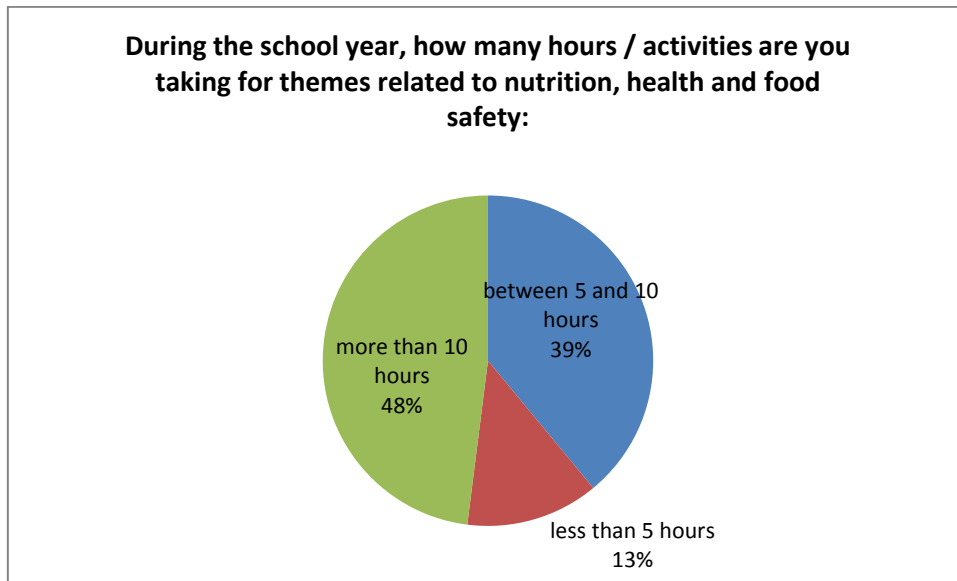
## Q5.



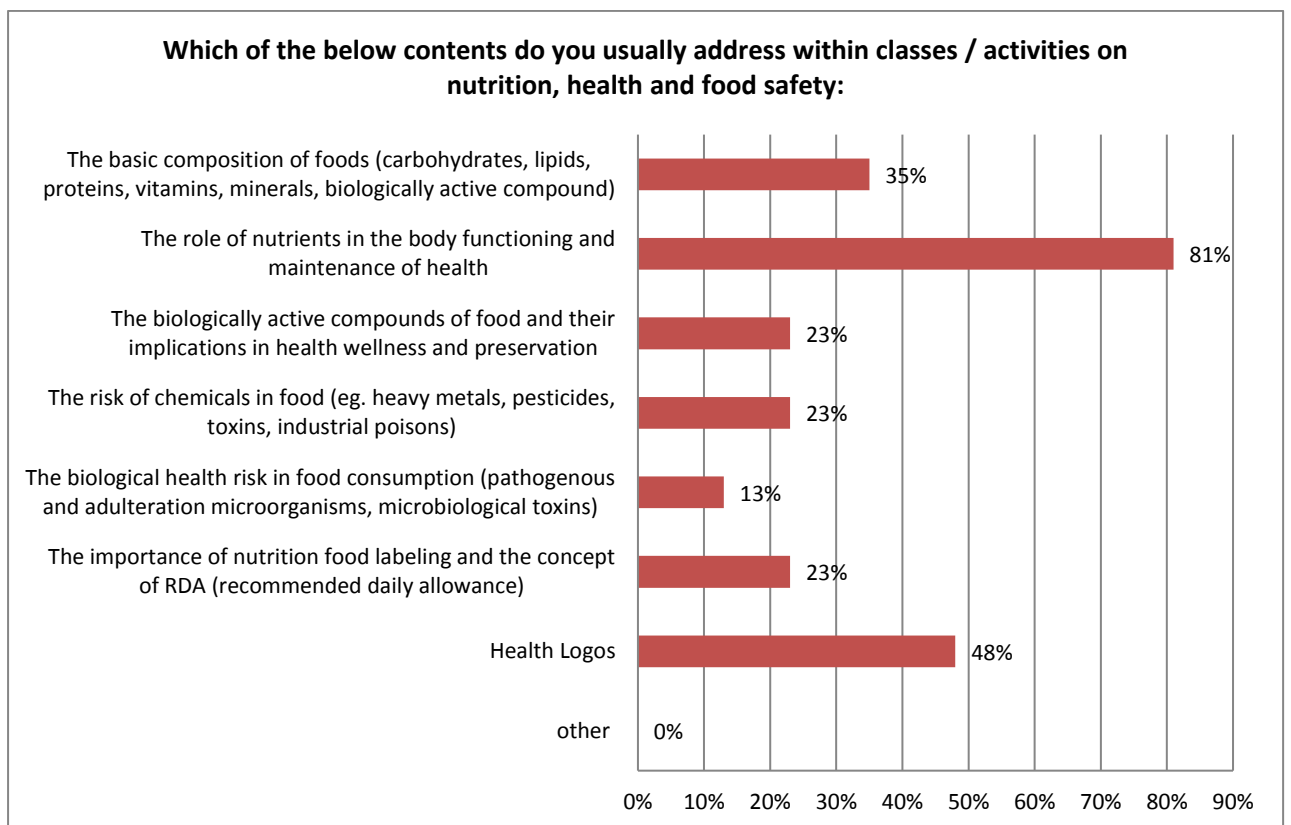
## Q.6 What kind of themes (subscribed to Health Education) do you address in other classes you teach:

The themes that educators address in other classes they teach are: Personal hygiene, physical and oral hygiene, self-service, healthy diet, the role of exercise in health, nutrition, issues besides nutrition, personal hygiene, emotions, environment education, health (dental health) professions, physical education and fitness, environmental, mental and physical activity, human reproduction, healthy nutrition, the origin of foods and their nutritional value, consumer education, rights and obligations, healthy habits, sex education, reproductive health, social relationships, beneficial – healing characteristics of plants, connection between sports and health, eating habits of people in other countries, our eating habits, Mediterranean diet, environmental contamination, use of fertilizers, brunch, fruits and vegetables, physical exercise and activity in nature, health through environmental protection.

Q7.



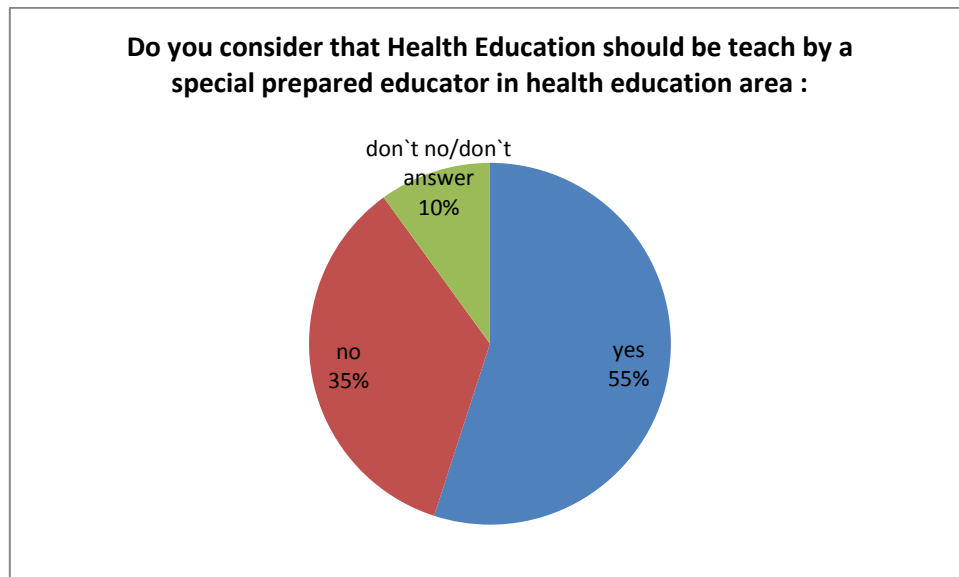
Q8.



### Q9. For what contents of the question five do you feel the need to find more information...

Apart from the themes described in the mentioned question (personal hygiene, physical and intellectual activity and recreation, use and abuse of toxic substances, Health Food, reproductive health, environmental health) schoolteachers need more information about: The role of nutrients in the body functioning and maintenance of health, the biologically active compounds of food and their implications in health wellness and preservation, the biological health risk in food consumption (pathogenous and adulteration microorganisms, microbiological toxins), The importance of nutrition food labeling and the concept of RDA (recommended daily allowance), child nutrition, personal hygiene, food composition, proper reading and use of food labels

### Q10.



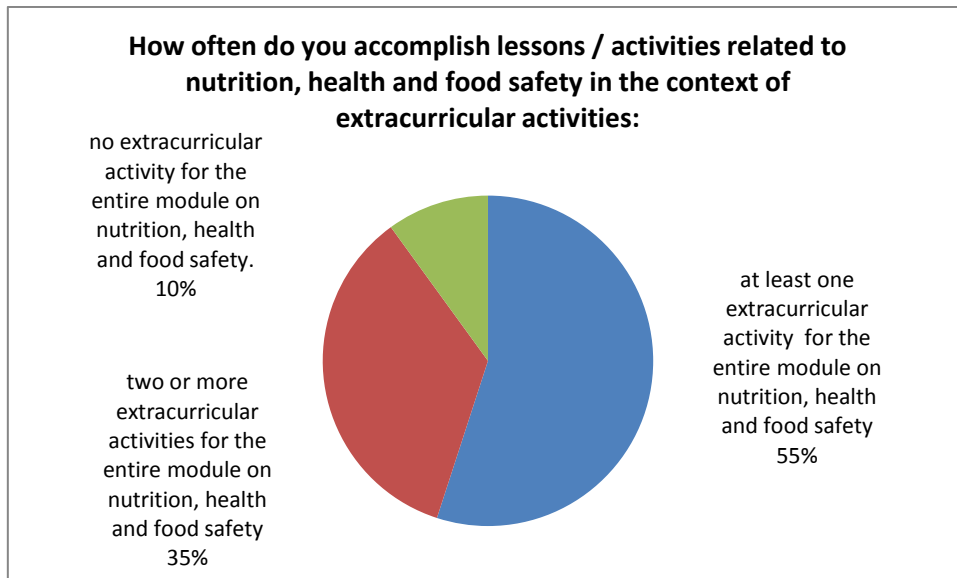
### Q11. What other information or contents related to the topic of nutrition, health and food safety do you think should be addressed in the educational/age level you teach

Schoolteachers stated that information and contexts that should be addressed are:

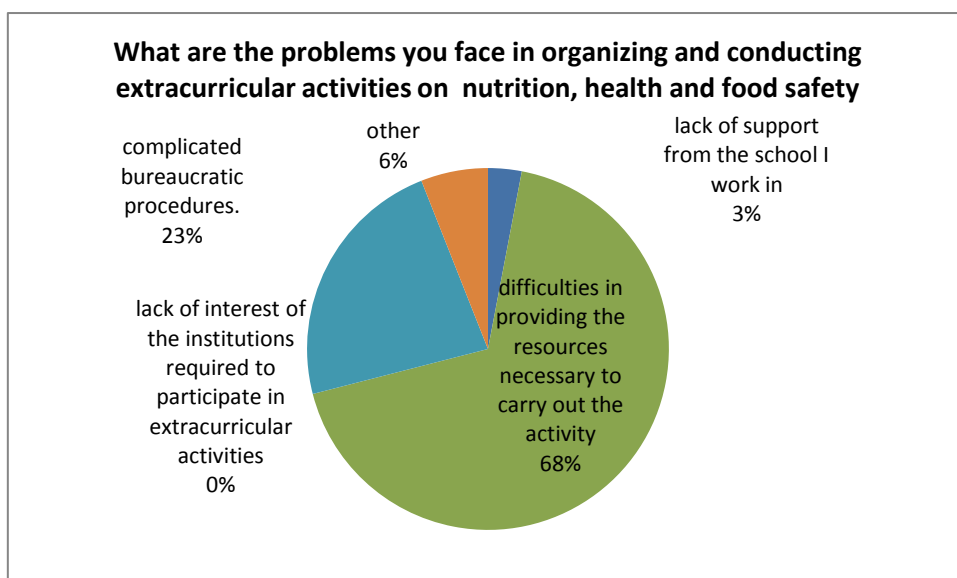
Nutrition and dietary habits, obesity, cardiovascular diseases, oral hygiene, genetically modified products, environmental health and nutrition (cancer, exposure to toxic substances and excessive solar radiation, environmental pollution), healthy diet. Detailed conversations on: the origins of the food we eat and the impact on our health, the excessive consumption of unhealthy foods, healthy eating habits, exercising, personal hygiene activities, instructions for proper use of the products, obesity, healthy and unhealthy diet, suitable ways of packaging, under nutrition and its effects, cooking method.

The interconnection of proper nutrition and movement with mental health and quality of life over time. Economy and diet - advertising, media and diet. Combinations of foods for a healthier diet, good eating habits. What we have to do in case of expired product.

### Q12.

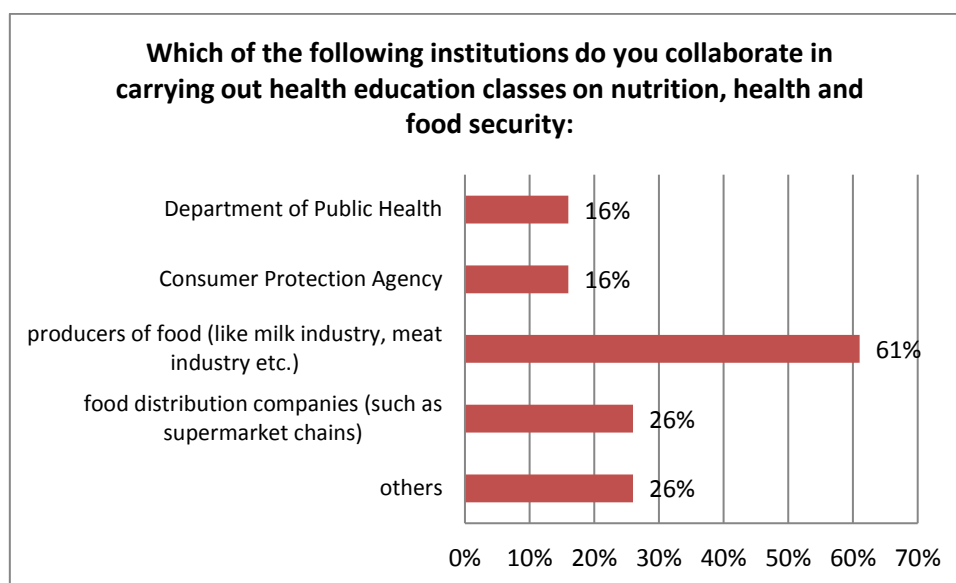


### Q13.

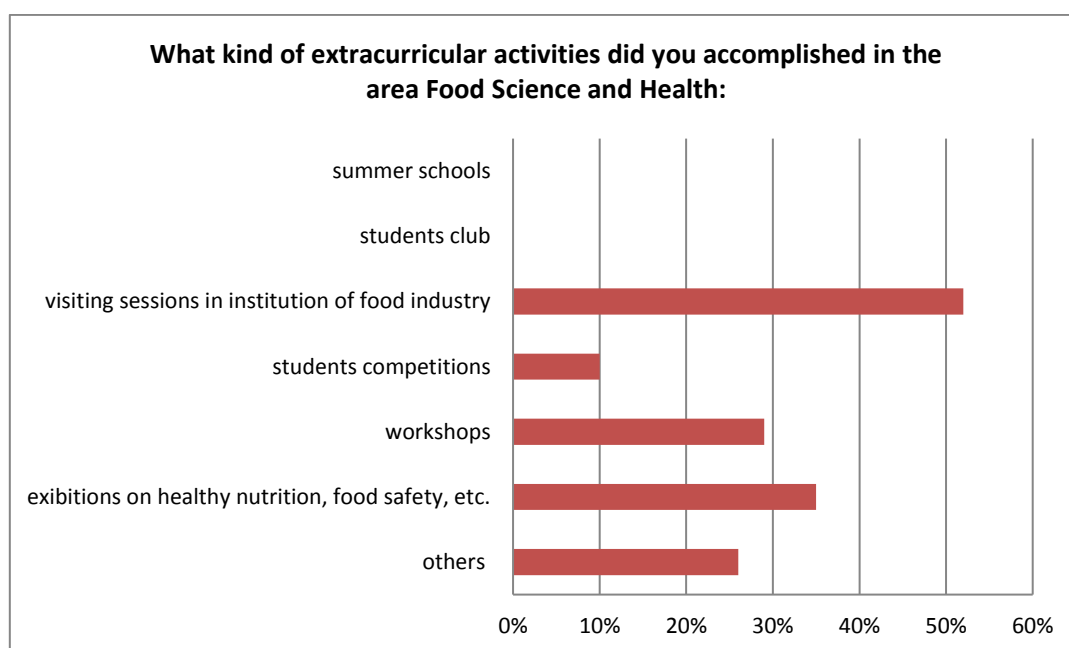




### Q14.



### Q15.



### Q16. Which were, for you, the most successfully extracurricular activities and why?

School teachers reported different extracurricular activities that they considered as the most successful. These activities are:

Visits (Visit to a traditional food manufacturing company, where students participated in the production of traditional oil cookies, visit to a traditional oven (milling of wheat, toast bread), visit a supermarket, visit to a farm (collect olives, watch the oil production process), visit to a fish shop in the harbor of their village, visits to food industries, visit a

traditional mill - children picked olives in the grinding stone mill and using the press built their own oil(theme: "olive: the tree of life"), visit arborist, visit to a doctor / dentist, visit olive oil mill and packaging unit, visit a supermarket and taste food without gluten, visit pasta workshop, visit bread plant and participation in the process.)

Production of jam from school oranges.

Syntax of a booklet syntax with European recipes (e-twinning program

Health Food Festivals

Theatrical performance about healthy eating.

Traditional foods and their preparation in the village cafe.

Awareness of the village - sharing newsletters made of children

Distinguish product labels. Division into those that contain and those that do not contain preservatives, etc.

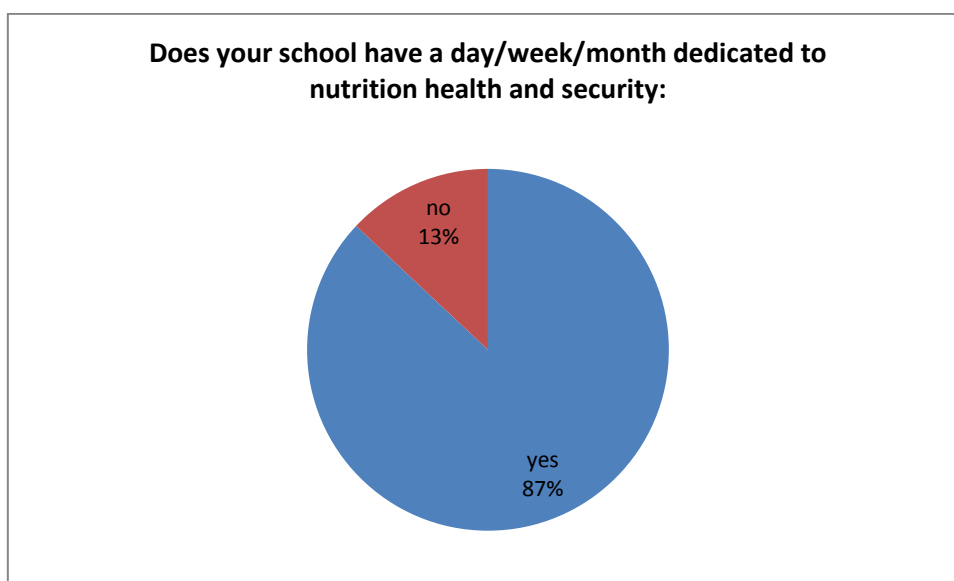
The Cooking process with parents

### **Q17. Which were the activities extracurricular students enjoyed the most?**

Schoolteachers mentioned that the activities that students enjoyed the most where the most successful extracurricular activities they mentioned in Q16. Apart from those activities they mentioned:

Reports with healthy products that made with their students, the production process of homemade lemonade, the visit to the supermarket where actively participated with questions about food packaging, the existence of refrigerators, the visit to a traditional oven, the visit to a cheese factory and cheese test, cook of traditional Mediterranean recipes, healthy breakfast in the classroom, visits to the fishmonger, the vegetable garden, wandering in the forest, workshops, visits to specialists, visit to the mill where they learned throughout the process of transforming the olive oil and the importance of oil in our Mediterranean diet. (project: The olive tree in our diet), anything elated to physical activity. Finally, one school teachers emphasized that they enjoyed "All those in which they actively participated!"

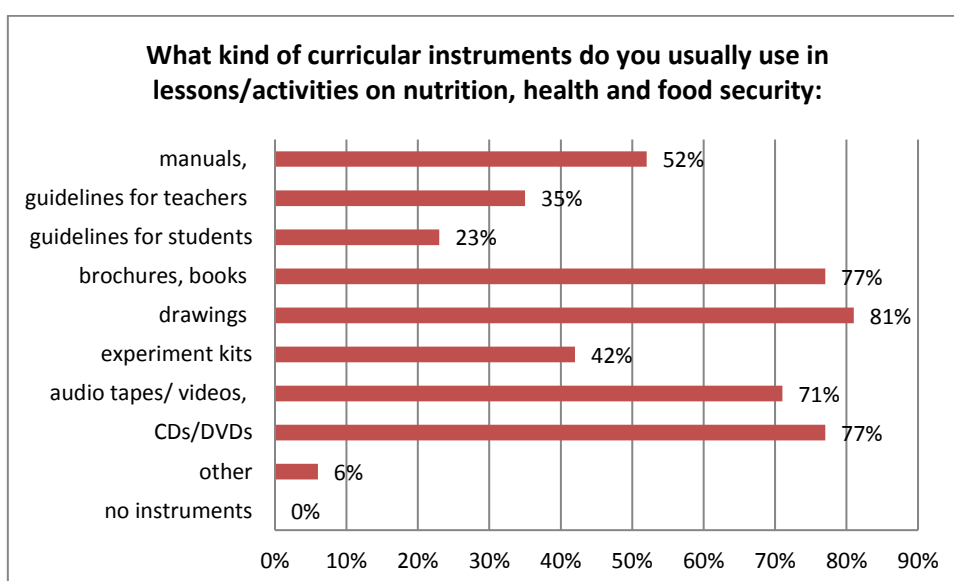
### Q18.



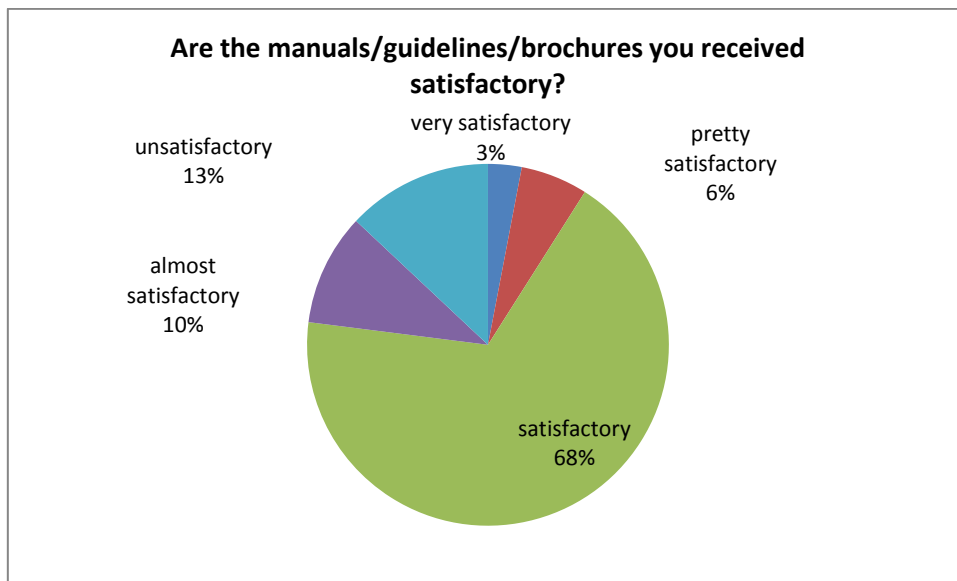
### Q19. What are the methods of teaching and learning that you use during classes / education activities on nutrition, health and food security (choose the education level you are involved)

The main method of teaching and learning that schoolteachers use during classes/education activities on nutrition, health and food security is *learn through experience*. Additional methods and tools teachers use are: project, group cooperation - teamwork, theatrical performances, drawings, visual material, educational visits, research, role play, interviews, brainstorming, art shows, case study, storytelling, interdisciplinary approaches.

### Q20.



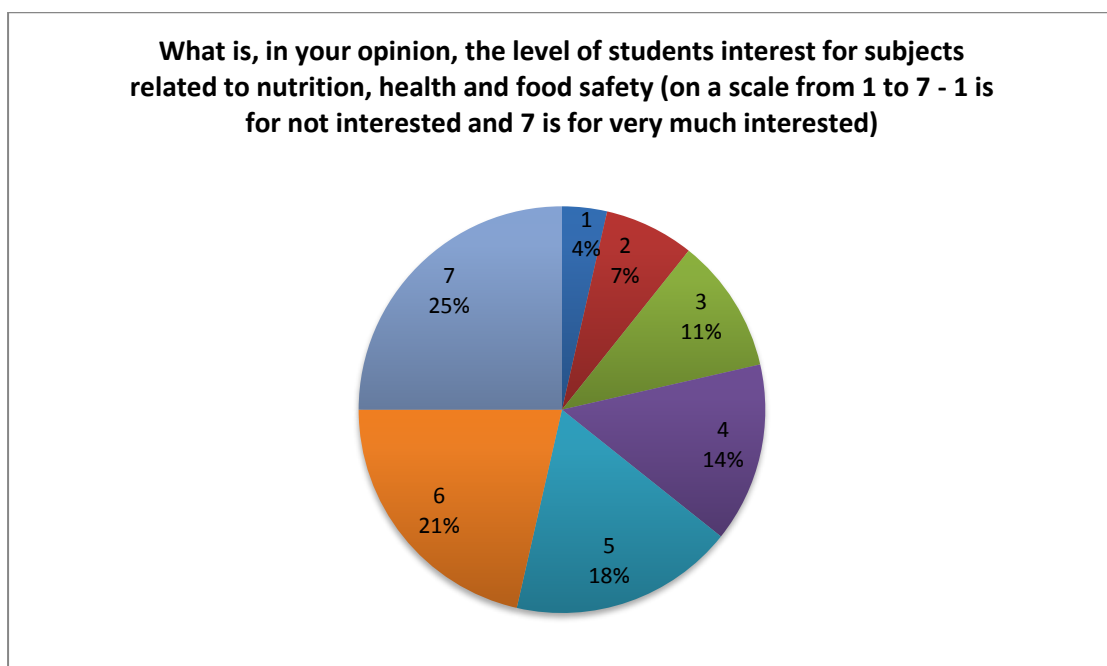
### Q21.



### Q22. Can you give some suggestions for completing or changing those instruments

Just 4 teachers gave some suggestion for completing / changing the instruments mentioned above. Those suggestions were: A) Enrichment with practice-experiential teacher training – more understandable instructions for educator. B) Flexible material so that each teacher can adapt it to the needs of his team - more attractive and compatible with more experiential activities. C) Update of manuals and adaption to the needs of health education nowadays. D) Enrich the context of manuals with photos, video, multimedia

### Q23.



### Q24. What are the subjects related to related to nutrition, health and food safety you are most comfortable with

Most of the teachers stated that they feel comfortable with most of the subjects related to nutrition, health and food safety. Some of them specified and reported some of the subjects like: personal hygiene (body care), essential food for the proper functioning of the body, food pyramid – dietary habits, dental health, proper nutrition, harmful food, obesity, eating habits, nutritional value of food, healthy diet combined with physical exercise, nutrients, healthy and unhealthy foods, foods with or without preservatives.

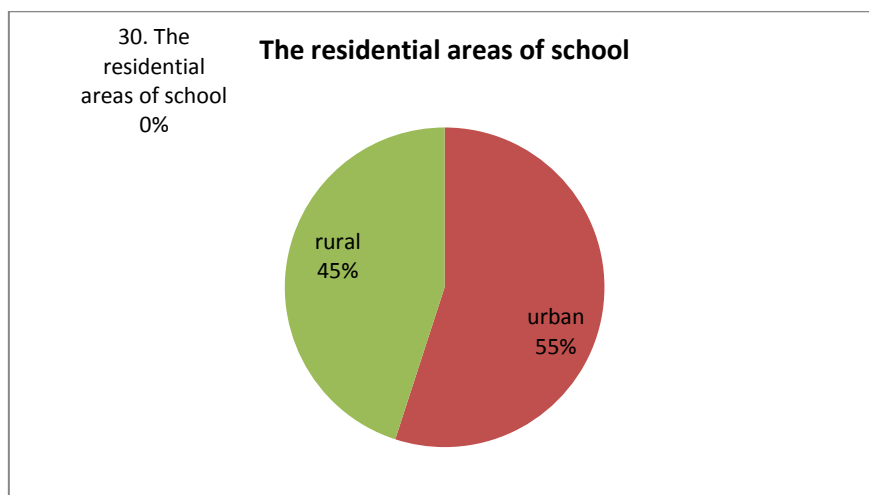
### Q 25. What kind of information related to related to nutrition, health and food safety do you feel the need to deepen

Teachers mentioned that every subject related to nutrition, health and food safety need deepening and, even though they feel comfort with most of the subjects, they need more information. Some of them specified their answers mentioning that the need more information for: healthy food, genetically modified products, food ingredients and the suitability of packaging, the hazards of the chemical composition of food, food safety and the need to consume locally produced products, dietary risk, interpretation of labels on product packaging, food allergies - diabetes, food preservation, foods contributing to health maintenance, personal hygiene, spread of diseases (prevention) , dietary habits, food safety, reproductive health.

### Q 26. What other issues on health education related to nutrition, health and food safety do you want to address:

Most of the teachers refer to Q11 in order to answer Q26. Just 5 of them answer this question adding new information. Especially, the other issues they mention are: Religion and eating habits, the impact of plastic and aluminum packaging in food, fitness – exercise – fruit in daily diet, smoking - alcohol, fast food - unhealthy foods and mental problems.

### Q30.



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