

6th Intercultural All Day School of Eleftherio-Kordelio

Thessaloniki
GREECE



Website: <http://6dim-diap-elfth.thess.sch.gr>

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Hellenic Republic

Ελληνική Δημοκρατία-Elliniki Dimokratia

Capital: Athens

Anthem: Ύμνος εις την Ελευθερίαν

Ύμνος is tin Eleftherian-Hymn to Liberty

Independence from the Ottoman Empire: 25/3/1821

Recognized: 3/2/1830 in the London Protocol

Current constitution: 11/6/1975

Official languages: Greek

Government: Parliamentary republic

President: Karolos Papoulias

Prime Minister: George Papandreou

Eu accession: 1/1/1981

Area-Total: 131.990 km² Water(%): 0,8669

Population: 2010 estimate: 11.306.183

2001 census: 10.964.020

Currency: € (Euro)

Drives on the right

Internet TLD: gr

Calling code: 0030

Thessaloniki (Population statistics: 800.000 as of 2001)



ΕΛΛΑΔΑ
ELLADA

🏠 = 132 000 km²

👥 = 11 263 000



1981



ΕΔΗΗΗ Β ΡΑΖΗΟΟΒΡΑΖΜΕΤΟ · UNIDA EN LA DIVERSIDAD
SJEDNOCENI V ROZMANITOSTI · FORENET I MÅNGFOLDIGED
IN VIELFALT GEEINT · ÜHINENUD MITMEKESISJUSES
ΕΝΟΤΗΤΑ ΣΤΗΝ ΠΟΛΥΜΟΡΦΙΑ · UNITED IN DIVERSITY
UNIE DANS LA DIVERSITÉ · AONTAITHE SAN EAGSULÄCHT
UNITA NELLA DIVERSITÀ · VIENOTA DAUDZVEIDĪBĀ
VIENYBĒ ĻVAIROVĒJE · EGYSÉG A SOKFÉLESEGBEN
MAGHQUDIN FID-DIVERSITÀ · EENHEID IN VERScheidenHEID
ZJEDNOCZENI W RÓŻNORODNOŚCI · UNIDA NA DIVERSIDADE
UNIJI ĪN DIVERSITATE · JEDNOTNÍ V ROZMANITOSTI
ZDRUŽENI V RAZLIČNOSTI · MONINAI SUUDESSAAN YHTENÄINEN
FÖRENADE I MÅNGFALDEN

Lifelong Learning Programme

Comenius - Multilateral Partnership of Schools



Title: Eco-Citizens of Common Europe

Period: 2 years (2009-2011)

Countries of Europe: 14 – Schools: 16

Bulgaria (2): (Zachary Stoyanov' gr. , Varna & Resursen centyr za podpomagane, Vidin)

Cyprus: (Primary School of Psevdas)

Denmark: (Hjertebjergskolen, Stege)

Estonia: (Tarvastu Gumnaasium, Mustla)

Greece:(6th Intercultural Primary All day School of Kordelio)

Italy: (Istituto Comprensivo 2, Taormina)

Netherlands:(Stichting LMC Voortgezet Onderwijs, Eenheid Zorg)

Norway: (Fjellsrud skole, Lørenskog)

Poland: (Szkoła Podstawowa nr 113, Lotz - **the coordinator**)

Portugal (2): (Agrupamento Vertical de Escolas de Monforte & Agrupamento de Escolas do Castelo da Maia, St^a Maria Avioso)

Spain: (C.E.I.P. Conquistador Loaysa, Jarandilla de la Vera)

Turkey: (Alparslan Ilkogretim Okulu, Siirt)

United Kingdom

England: (Priorslee Primary School, Telford)

Wales: (Ysgol Gynradd Gymraeg Bryniago, Swansea)





Greece - Thessaloniki
6th Intercultural Primary
School of Kordelio
4/4 - 11/4/2011

Lifelong Learning Programme
Comenius-Multilateral
Partnership of Schools

Countries: 14 - Schools: 16

Eco-Citizens of Common Europe 2009-11

καλώς ορίσατε

tere tulemast

welcome

bienvenido

witamy

welkom

Hoş geldiniz

bem vindo

benvenuti

Добре дошли

velkommen

Meeting in Thessaloniki, 4/4/2011 - 11/4/2011

40 Teachers and 25 Students from 13 Countries of Europe



The following project is the result of a joint work of many European schools interested in raising the awareness of ecological problems among the project participants and recipients at a local, national and international level by means of varied and creative teaching/learning approaches.

The broad context of the partnership assumes the promotion of the European citizenship by exploring values common to all European people, regarding our concern for the natural environment and the closely linked issue of our health condition.

The primary objective is to make the participants more sensitive to the significance of climatic changes on the planet, the necessity of protecting the natural environment and the need of leading healthy lifestyles.

The goals will be achieved through working on two major themes, one directed at increasing the participants' knowledge of ecology and healthy life, and the other aimed to develop practical skills of ecological behaviour.

As well as working jointly on some global problems, each school will focus on certain issues of local importance, related to the characteristics of its country and/or region. Providing the active involvement of the whole schools' communities (including pupils with special needs, representatives of ethnic groups and other minority groups) is our priority. Emphasis will be placed on developing competences of foreign language communication and the use of ICT.

The ultimate end-product will be creating a multilingual website presenting the project achievements in all partner schools, possessing appropriate educational values and serving as a major source of project dissemination.

<http://ecoeurope.neac2.eu/doku.php>

Live your life with the right nutrition

This topic is chosen because of our conviction that it is necessary for our students to understand the value of healthy nutrition and its positive effect on their health and prevention of various diseases.

Moreover, we found out that there are wrong perceptions and problematic situations related to nutrition, such as:

- ◉ **Kids' poor nutritional habits during break time at school.**
- ◉ **Childhood obesity**
- ◉ **Daily “bombardment” from TV spots related to the consumption of prepared food.**
- ◉ **Junk food consumption**
- ◉ **Eating only what we like**

Purposes and specific objectives

- ① Understanding the relation between nutrition and health
- ① Adopting correct nutritional habits
- ① Developing communication and co-operation
- ① Mobilization through learning and research

Activities

- ◉ Questionnaire for nutritional habits
- ◉ Construction of the Mediterranean Nutrition pyramid.
- ◉ The importance of obesity
- ◉ Chocolate's, honey's, milk's and bread's nutritional value
- ◉ Team game called “Playful Nutrition”

Activities

- ◉ 10 reasons for good nutrition
- ◉ Visit to the dairy industry “Koukaki Farm”
- ◉ Nutrition in ancient years
- ◉ Height measurement and weighing of each student every week
- ◉ Poster design about the four groups of food

Activities

- ◉ Fairytale “Two Inseparable Friends”
- ◉ Visit to the bottling industry “Souroti” (mineral fizzy water)
- ◉ Collage with advice for healthy nutrition
- ◉ The significance of the right hydration.
- ◉ The preparation of a fruit salad

Activities

- Presentations using PowerPoint relevant to oral health, the value of healthy nutrition and the vitamins
- We like cooking!
- Making Lady Lent (figure of an old woman) with pastry
- Theatrical skit relevant to nutrition

Questionnaire for nutritional habits

QUESTIONNAIRE

Sex: Masculin Feminine Age: _____ Country: _____

Food choice behaviour:

1. Do you follow a healthy diet, in accordance to the food wheel?

Yes Very often Seldom No

2. Do you eat all types of foods?

Yes

No, but I eat a wide variety of food

No, I only eat a small variety

3. What type of food do you prefer?

"Fast-food" Pre-cooked food Homemade food

4. How many meals do you eat per day?

Less than three Three or four Five or six More than six

5. What kind of meal do you eat?

Breakfast Lunch Dinner Tea /Afternoon Snack

Others Which ones? _____

6. Do you eat soup?

Always Almost always Rarely Never

7. How many servings of fruit do you have per day?

None One or two Three or four Five or six More than six

8. How often do you eat breakfast?

Always Almost always Rarely Never

9. What do you eat for breakfast?

Dairy products Cereals Bread Fruit Juice

Coffee Eggs Bacon

Other products Which ones? _____



Κρεατικά-Φαρία



Λαχανικά



Γαλα



ΠΑΡΑΔΟΣΙΑΚΗ ΜΕΣΟΓΕΙΑΚΗ ΔΙΑΤΡΟΦΗ

ΜΗΝΙΑΙΑ

ΕΒΔΟΜΑΔΙΑΙΑ



1. Διατροφή
2. Άσκηση
3. Ξαπιδάκι
4. Στρώμα
5. Σουβινιέρ
6. Σουβινιέρ
7. Άσκηση
8. Άσκηση
9. Άσκηση
10. Άσκηση

Construction of Mediterranean Nutrition's pyramid



Nutrition in the ancient years





**The
importance
of obesity**



**Chocolate's, honey's, milk's
and braed's nutritional value**

Μην καταναλώνετε πολλή ζάχαρη-Πίνετε άφθονο νερό
Χρησιμοποιείτε κυριωτικά στο φαγητό σας

Συμβουλές για υγιεινή διατροφή

1. Τρώτε πολλά φρούτα και λαχανικά
2. Μην τρώτε πολλή κρέας
3. Να τρώτε πολλές σαλάτες

1. ΝΑ ΤΡΩΣΤΕ ΚΑΘΕ ΜΕΡΑ ΑΠΟ 3
2. 4 ΦΡΟΥΤΑ ΤΗΝ ΗΜΕΡΑ!
3. ΝΑ ΠΙΝΕΤΕ ΑΦΘΟΝΟ ΝΕΡΟ!
4. ΝΑ ΜΗΝ ΤΡΩΣΤΕ ΚΑ-
5. ΟΛΟΥ ΚΡΕΑΣ!
6. ΝΑ ΤΡΩΣΤΕ ΠΙΣΕΣ
7. ΝΑ ΜΗ ΠΙΝΕ ΑΛΑΧΙΚΟ

Μην πίνετε κρύο νερό
Να μη τρώτε παχιά
Να τρώτε λίγο κρέας
Να μην τρώτε αλεύρα και αλάτι

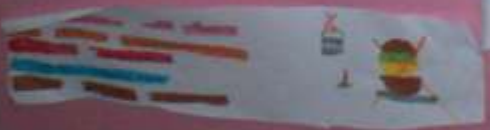


ΝΑ ΠΙΝΕΤΕ ΠΟΛΥ

ΝΑ ΜΗ ΠΙΝΕΤΕ

ΝΑ ΜΗΝ ΠΙΝ

ΝΑ ΤΡΩΣΤΕ ΠΟΛΥ
ΝΑ ΜΗΝ ΤΡΩΣΤΕ



Συμβουλές για υγιεινή διατροφή

1 Μην τρώτε Πολλή κρέας.
Να τρώτε πολλά φρούτα.
Να τρώτε κάθε μέρα φρατζόλα

1 Μην τρώτε πολλά
δουκάκια
2 Μην τρώτε πολλά
φρούτα
Μην τρώτε

Να τρώτε πάντα στο τραπέζι
Μην τρώτε παχιά στο περσόνα
Να τρώει κάθε μέρα κρέας

ΠΙΝΟΥΣΑΝ ΝΕΡΟ
1. 1 λίτρο νερό
2. 2 λίτρα νερό
3. 3 λίτρα νερό
4. 4 λίτρα νερό
5. 5 λίτρα νερό
6. 6 λίτρα νερό
7. 7 λίτρα νερό

ΝΑ ΤΡΩΣΤΕ ΚΑΘΕ ΜΕΡΑ
ΝΑ ΤΡΩΣΤΕ ΤΑ ΥΛΙΑ
ΝΑ ΜΗΝ ΤΡΩΣΤΕ ΣΑΡΜΕΣ

1. ΝΑ ΤΡΩΣΤΕ ΠΟΛΥ ΦΡΟΥΤΑ
ΝΑ ΤΡΩΣΤΕ ΠΟΛΥ
λαχανικά

1. ΤΡΩΣΤΕ ΦΡΟΥΤΑ ΚΑΙ ΛΑΧΑΝΙΚΑ
2. ΜΗΝ ΤΡΩΣΤΕ ΠΑΧΙΑ ΑΡΤΗΜΙΑ
3. ΑΣΟΥΣΤΕ ΚΑΘΗΜΕΡΑ
4. ΕΛΑΤΕ ΚΡΕΑΣ ΣΤΟ ΟΥΣΤΟ
5. ΤΡΩΣΤΕ ΠΟΛΥ ΠΙΣΕΣ
6. ΚΑΝ ΤΡΩΣΤΕ ΚΑΘΕ ΜΕΡΑ ΚΡΕΑΣ
7. ΜΗΝ ΤΡΩΣΤΕ ΜΙΑ ΣΟΡΜΑ
8. ΜΗ ΤΡΩΣΤΕ ΜΑΛΙΣ ΟΙΚΕΤΑ
9. ΜΗΝ ΤΡΩΣΤΕ ΠΑΡΑ ΣΟΝΟΛΑΤΕΣ

10 reasons for the good nutrition

Visit in the dairy industry “Koukaki Farm”



Visit in the bottling industry “Souroti” (mineral fizz water)



It's time to breakfast!



It's time for fruit!



Delicious and Healthy!



The preparation of a fruit salad



We like to cook!



We like to draw!





Making Lady Lent (figure of an old woman) with pastry

The relishes of the world



Theatrical skit relevant to nutrition



Description of the Greek joint product

The snake and the ladder

(The nutrition edition)



The kids of the all day school, who worked on the topic of the healthy nutrition, decided that a creative, pleasant and enjoyable way to transfer their knowledge, as well as the healthy nutritional habits, would be the design of a board game, based on the classic game:

"The Snake And The Ladder: The Nutrition Edition".



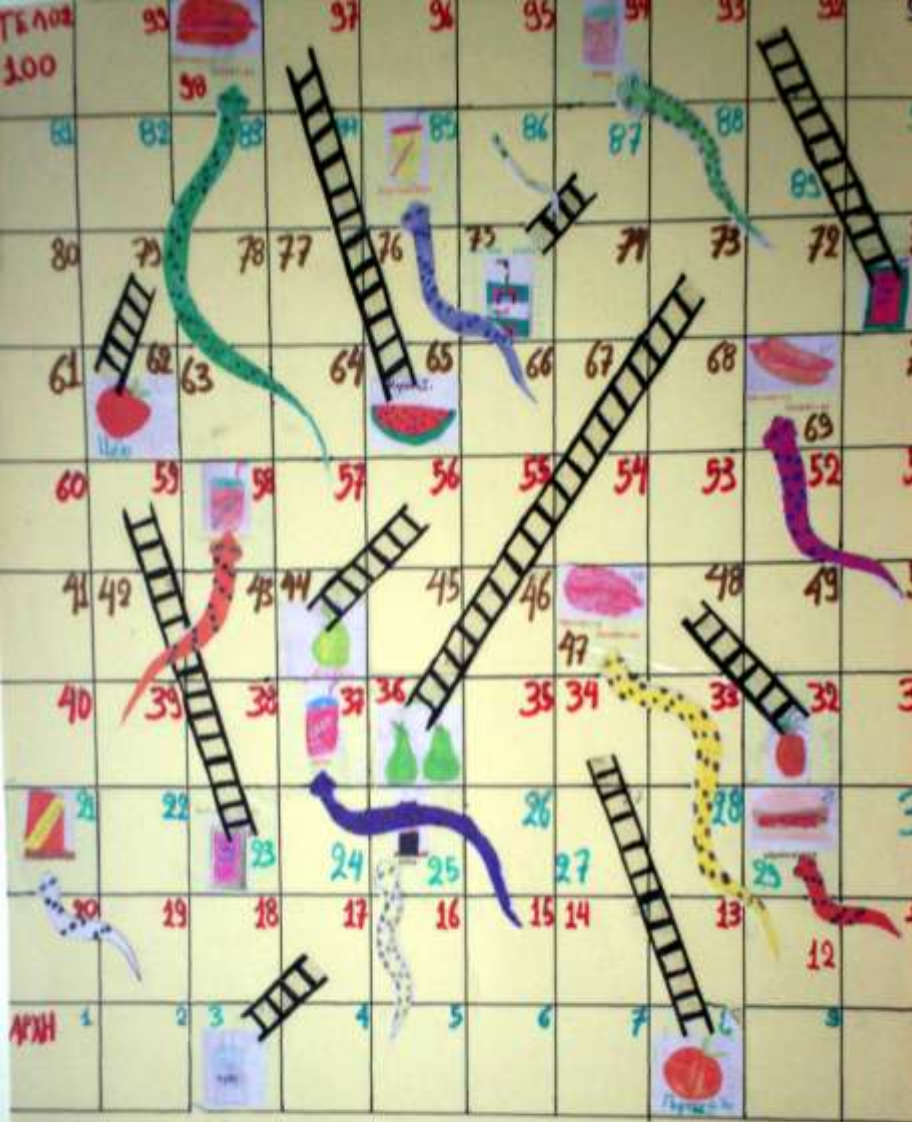
The students started working on a cardboard, which they used it as a pattern. They divided it into 100 identical squares and they wrote in them the numbers from 1 to 100. Then, they designed the ladders, which were leading to the final square (100), the winning square, as well as some snakes which were removing the players from their main target and taking them backwards.



The children got separated into 3 groups and using the above product as a pattern, they made 3 similar cardboards sticking on them the ladders and the snakes they had previously drawn. After this, they scanned pictures of many types of food they had created, like vegetables, junk food, fish, sweets, etc.



These pictures were put on the appropriate blocks of the cardboard. After writing some information about the types of food, i.e.: proteins: meat, dairy products, eggs, etc, these 4 boards were laminated.



So, the final product is a board game using 4 different boards, where the 3 of them had different topic!!!

1st board:

cereals, honey, yoghurt, against chips, junk sticks, sweets, ice-creams.

2nd board:

vegetables, legumes, against fried potatoes and pizzas.

3rd board:

water, fruits, natural juices, against soft drinks, hamburgers and hot dogs.



EVALUATION:

After this project, the students had miscellaneous feelings; from the one hand the happiness of the creation, the pride and the honors that their co-students liked their game, their satisfaction for the final result, while on the other hand they reinforced the bonds with the students of the other classes.

