

NEWSLETTER C3 IN SPAIN

HEALTH COMES FROM HEALTHY DIET AND SPORT

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Teachers meeting in Spain. From 18th to 22nd October

Our Erasmus Project “**Health comes from healthy life and sport**” started in 2019 and was due until the school year 2020/21, but eventually had to be extended to this school year 2021/22.

Unfortunately, our Romanian Partners weren't able to travel and meet us because of the pandemic, so they were only able to participate online in our onsite mobility. Eventually, all partners held a VM with students, as a second part of our C3 Mobility in Spain.



Topic of the Meeting:

The theme of this Mobility in Spain is to work with food and nutrition. Specifically all about healthy shopping for food, understanding of food labels and food additives.

Our aim is to encourage children to take part in the family shopping, get involved in the family diet, make them become aware of everything we eat and be conscious of the origin of the food we have every day.

During this week, teachers have worked on the subject of healthy diet at our school, have presented and prepared some materials and agreed about future workshops with students.

We also had time for leisure. We have been proud of showing our guests our city, which they loved and appreciated.

In this C3 meeting in Spain we have dealt with the subject of food; shopping for food, ingredients, choosing of products for cooking, getting to distinguish between healthy and unhealthy food items, additives, reading and understanding of food labels, discrimination between “good” and “bad” products that we

usually find in the supermarkets or we have at our fridge and pantry.

Teachers have been working on three main points:

- Healthy eating doesn't have to be more expensive.
- Finding out what's in each product we buy.
- Getting to know how additives work.



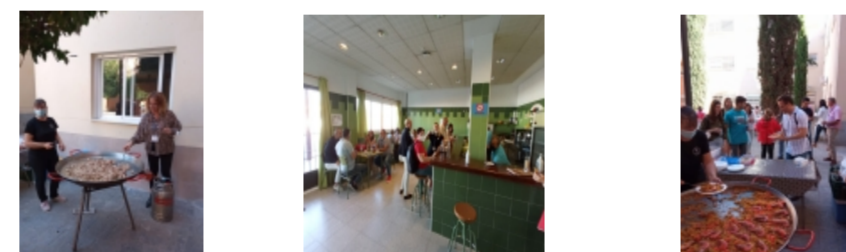
We have created 3 different reports:

In the first one we have taken information from British NHS and made a brochure including 20 tips for shopping healthy while saving money.

In the second one we made a brochure in which we encourage consumers (or students and families) to look up the labels in every product and consider if we are really buying what we want and how much this food is altered by the food industry.

In the third one we took information from some medical sites and made a list of groups of additives explaining their use, purpose and effect in our food.

We have published these documents on the media (facebook, school site) and we have also produced a survey, which was sent to every family to fill in, so we can get their feedback in order to take out some conclusions about family habits, how much we are conscious about the quality of the products we put in our meals, compare eating habits in different countries, and mainly try to influence the way parents choose food items and make students have a critical point on the food distribution market around in every place.



Virtual Mobility with students in Spain. 22nd, 23rd, 24th November, 2nd, 3rd December 2021.

The first thing we've done is asking our students to cook for us, show us about their favourite recipes and how to cook them. For this, children in every participant country showed their videos while cooking their common meals, not the traditional ones in every country. Some also made visual displays with pictures and cooking explanations. In the end we created a bank of recipes and made leaflets for common recipes in each country.

This activity was shared in the VM3, held in 5 sessions on 24th, 25th, 26th November, 2nd and 3rd December after the meeting of teachers in Spain. In this meeting, students also showed about the sports they usually practice, other everyday free time activities and their daily routines, paying special attention to the time they spend eating, sedentary time and how long they do physical exercise; so they have exposed their diaries to the rest of students in the VM. We believe the sharing of their games and sports preferences is helping them feel more confident and familiar to exercise when they can see that other kids their age have similar likes, it has helped them reflect about the time, sometimes too much, they spend on video games and with electronic devices.



On the other hand, all these also help normalise the process of cooking and participating in their family diets as we are all showing that cooking is not only a female thing. Not only are girls cooking and boys playing sports and street games; we have found out that many boys like and can prepare meals, as well as many girls love physical activity or are fond of traditionally male sports.

In conclusion; students reflect about the time they spend sitting, the benefits of sport and physical exercise by getting to know about other students leisure routines in other cultures and comparing with their own.

As for their diet, they get involved in the process of both cooking and selecting the food for their family meals. We've tried to involve the parents when helping their children select the food items and cook at home. This has also make them think about what they are shopping and the possible unhealthy or unnecessary substances their family can eat if we are unconscious of the additives that mainly processed food may contain.



We can do a lot for our healths and of those around us by taking control of our diet and our body.

