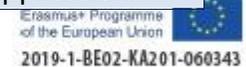




LEARNING HOW TO MAKE BREAD - THE TEACHING SCENARIO IN A NUTSHELL

WHAT	HOW	WHY	LEARNING GOALS
<p>Working in the school community – Bread in nutrition and tradition</p>	<ul style="list-style-type: none"> ● Through the investigation of the topic, the students develop their collaborative and communication skills, practice their critical thinking and creativity. At the same time they learn to design a research process, to acquire knowledge from the elderly, to use digital tools and produce innovative material like a radio broadcast. 	<ul style="list-style-type: none"> ● Help Ss develop cognitive and social skills as well as responsible active citizenship values (learn from the older generations, keeping traditions, learn more about nutrition and the Mediterranean diet, value home-made food) ● Make Ss realise the value of knowledge and expertise coming from the elderly and the traditional rituals developed over the years ● Help Ss connect the wisdom of the past habits to their health and lifestyle 	<ul style="list-style-type: none"> ● Knowledge: 1. to know the long and arduous process of bread production, 2. to get acquainted with the vocabulary that describes the different stages of production, related tools, materials, types and types of bread, 3. to use information that are given through videos and to keep short notes, 4. to produce appropriate texts on the topic, 5. to prepare an interview by choosing the appropriate questions, 6. to utilize new technology in order to promote healthy eating and tradition ● Practice: 1. to search the web and select the appropriate material for their topic, ● 2. to apply the stages of an interview (preparation of questions, recording / recording, indexing and production of text /article and recode the outcome to another form (radio broadcast), 3. to use digital tools and applications



2019-1-BE02-KA201-060343

			<p>suitable for the work they have undertaken</p> <ul style="list-style-type: none"> • Emotional attitudes: 1. to appreciate the value of bread as a staple food through the long and arduous road required to prepare it, 2. to recognize seniors as carriers of knowledge and tradition, 3. to appreciate the value of food • Learning in the community: 1. to connect with the wider school and local community, 2. to give joy to seniors and the feeling that they still offer as carriers of knowledge and culture, 3. to rejoice themselves through their creations.
<p>Developing an interest in: home-made food production, healthy eating, the value of preserving our national heritage, sharing activities connected with tradition, seeing the school as an integral part of the local community and establishing strong bonds among members of the school community, New Technologies.</p>			

Title: **LEARNING HOW TO MAKE BREAD**

Created by: Nikolaos Kavvadias, Sofia Zarkaniti, Polina Katsiou Greek language teachers and Maria Petropoulou, ICT teacher

1. The learning scenario ID

School subjects involved: Greek language, Project activities and Skills Workshops, ICT, Nutrition

Learners' profile: The topic of this scenario is suitable for all ages. The meetings have been mainly planned on a 45-minute duration and they are meant to be delivered at a time out of the school working schedule or within the school working time after proper arrangements.

Duration: teaching sessions of 45 or 60 minutes each



Implementation conditions and background knowledge:

The following teaching scenario is part of a larger interdisciplinary work plan implemented at the 3rd Primary School of Zografou. The topic of the script is addressed to third grade students and will be explored through a variety of different subjects. This scenario is related to the



section "The bread of the world" in the subject of Language. Through research, discussion and collaboration in and out of the classroom, students are asked to approach the issue "Bread in our lives". Students usually work divided into 5 groups (3 groups of 4 people and 2 of 5). During the formation of the groups, it is foreseen that they will be of mixed abilities, so that all the students are activated and that the special abilities and gifts of each one are utilized. Due to the age, it is emphasized and made clear by the teachers that the roles in the team are not fixed but alternate and that the goal is the operation of the team, the production of work, the active participation - utilization of all and the joy. Through the teaching activities, the students will get to know one of the basic elements of the Greek traditional diet and its cultural dimension.

2. Expected learning outcomes per school subject area

Greek language: be in a position to understand how literary texts reflect everyday life, people's routines and tradition.

Project activities and Skills Workshops: offer the opportunity for hands-on experience, make students understand the steps which need to be taken so that homemade bread prepared for consumption, enable them to relate the cultural heritage to everyday practices and realize how intergeneration dialogue and collaboration can reinforce the preservation of significant traditions and aims to transfer values from one generation to the other.

ICT: engage students and other members of the school community in the use of New Technologies, help students utilize digital media so that they promote tradition and collaboration outcomes, suggest the use of NT as a way to bring the elderly closer to the younger generation.

Nutrition: gain new and consolidate previous knowledge on the nutritional value of bread and its place in the food pyramid.



1ST TEACHING SESSION

Activity 1 From the seed to the flour

Duration: 45min

Activity type: Discussion and reading

Class organisation : Group and individual work

Teacher's role: Co-ordinating and supporting the students discreetly in their efforts to engage family members.

Teacher's actions: Initially the teacher invites the students to comment on a photo of children from the time of their grandparents with children holding breads and to contrast it with the image that often appears in our school yard after the break with discarded bread. Questions: "What do you see in the photo?" "What emotions do you see on children's faces and why?" "Why do you think they keep the bread this way?" "What is the value of bread for them?" "Is the same happening today?" "What does the image of our courtyard reveal?" "What is the reason for this?" "What is your relationship with bread?"

Student's actions: After the discussion the students read the fairy tale "The sweetest bread" in the language book. Alternatively, another relevant fairy tale or story may be presented. Following is a screening of the attached video and each student is asked to take notes with the agricultural work for the production of the raw material (seed) as well as the time frame in which they are included.

Educational material, tools, resources: *The circle of the wheat* <https://video.link/w/hqdic>

Activity outcomes: Students will hopefully realise the long way between the seed of wheat till the final product they consume every day.

2nd TEACHING SESSION

Activity 1 Searching the web

Duration: 45 min



Activity type: Web quest

Class organisation : Pair work

Teacher's role: Co-ordinating and supporting the students in their organizational role.

Teacher's actions: Teacher provides students with all necessary material and helps them organise the steps.

Student's actions: Students in groups of two, using the juniorsafesearch search engine, research on the internet the ways that man used to grind cereals and produce flour. The teacher gives the students the words: hand mill, watermill, windmill and helps them organise the results of their quest and present them in plenary.

Educational material, tools, resources: <https://www.juniorsafesearch.com/>

Activity outcomes: Students are expected to come up with new information related to the topic under investigation.

3rd TEACHING SESSION

Activity 1 Me and grandpa working together

Duration: 60 min

Activity type: Pair work.

Class organisation : Students invite their grandpa/grandma at school and they work together in the computer lab.

Teacher's role: Co-ordinating and supporting the participants, T caters for seats for all participants and co-ordinates the activity, T allocates time for the web quest (40min) and the presentations (15 min).

Teacher's actions: T welcomes students' grandparents and invites students to introduce them to the rest of the class.



Student's actions: Students work with their siblings in order to search and select on the internet suitable photos, videos and write captions and short accompanying texts for all the tasks involved in wheat cultivation, from plowing to grinding. The goal of this activity is the transfer of knowledge from one generation to the other through the use of technology as a means which can bridge two generations.

Educational material, tools, resources: computers

Activity outcomes: Each pair presents in plenary and posts their work on a common Padlet digital board entitled "For a Bite of Bread".

4th TEACHING SESSION

Activity 1: Little journalists and little folklorists

Duration: 45 min

Activity type: brainstorming and writing

Class organisation: group work

Teacher's role: T acts as a co-ordinator, facilitator, encourager.

Teacher's actions: T informs Ss about the goal of this activity. T announces that they are going to visit a Day Care Centre for the Elderly in the neighbourhood and they need to prepare the questions for the interviews they are going to take.

Students' actions: The students in their groups are divided into two subgroups: the Journalists and the Folklorists. Each subgroup prepares questions for an interview on:

- a) "Yesterday's work, instruments and tools for the production of bread"
- b) "Morals, customs and traditions for bread".



They exchange ideas about who are the most suitable people to interview so that their questions can be answered, where they can be found, and by what means the interview can be recorded. The teams process their ideas using the etherpad.

Educational material, tools, resources: samples of interviews on relevant topics may be provided so that Ss follow the proper etiquette and procedure.

Activity outcomes: Participants are expected to get emotionally involved and proceed to the following activity of this session where they will be asked to actively engage in a discussion.

Activity 2: Learning from the elderly

Duration: 60 min

Activity type: A visit to the Day Care Centre for the Elderly

Class organisation: group work

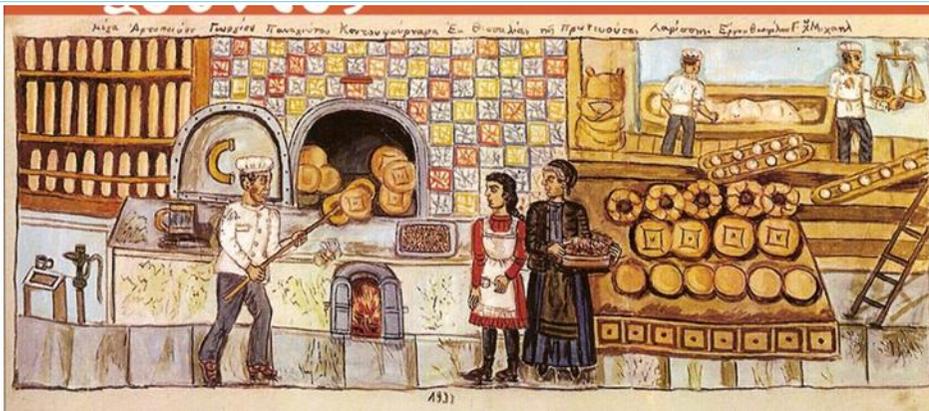
Teacher's role: monitoring and encouraging participation

Teacher's actions: T introduces the Ss to the people in the Centre and lets Ss explain the reason of their visit.

Students' actions: They visit the Day Care Center for the Elderly in the area and take interviews. Alternatively, they can interview seniors they meet on an outing in the neighborhood or come to school or even from their grandparents at home. An audio recorder can be used by each group for the interview.

Educational material, tools, resources: Each group shapes, posts and presents the results of their work on the "For a Bite of Bread" padlet in text or audio format. In addition, Ss can utilize photos so as to initiate discussion with the interviewees.





Paintings by Theofilos

5th TEACHING SESSION

Activity 1 The wise people's children ...

Duration: 45min

Activity type: watching a video and discussing

Class organisation: group work

Teacher's role: T acts as a co-ordinator

Teacher's actions: T explains that the final goal of this activity is bread making and ensures that all students are actively involved in the preparation.



Students' actions: Students watch the attached bread making video and keep brief notes on the ingredients and the kneading and baking process. Students in their groups are engaged in the preparation and shaping of a process for the production of bread by themselves. The teacher invites the students to discuss the questions: "What materials are needed?" "Where can they be found?" "What quantity?" "What is a suitable place for action?" "Who can effectively help and guide the whole process?" "Where will the bread be baked?". The groups are asked to formulate a "road map" with the steps of the process that they must follow in order to set up the action "The sweetest bread: our bread". A time line digital tool like canva.com application can be used for this activity so that students have a clear view of the steps to be taken. Finally, they prepare questions that will be answered by a professional (neighborhood baker).

Educational material, tools, resources: <https://video.link/w/m8wjc>

Activity outcomes: A list of questions for the baker of our neighbourhood. Wordart-related production of bread-related clouds and posting on the padlet. Each group undertakes to make from a cloud (raw material production work, bread production process, tools, materials, types and items)

Activity 2 A visit to the local bakery

Duration: 45min

Activity type: discussion with the experts

Class organisation: group work

Teacher's role: T acts as a co-ordinator

Teacher's actions: T escorts the students to the local bakery and arranges the meeting

Students' actions: Students ask the baker questions and attend the making of bread in the bakery

Educational material, tools, resources: -



Activity outcomes: Ss will be watching the bread making procedure and find answers to their questions.

6th TEACHING SESSION

Activity 1 Yeast, dough, bread ... The ingredients and secrets of bread

Duration: 60min depending on the time needed to make the bread

Activity type: learning by doing

Class organisation: Ss work in the school kitchen

Teacher's role: T acts as a co-ordinator

Teacher's actions: T helps Ss with the work, monitors and helps where necessary

Students' actions: The students, under the guidance of mothers/grandmothers/grandfathers and the teacher, knead and make their own pastry. The activity can be repeated on specific days in the cycle of time according to tradition, e.g. shortly before Christmas for Christmas bread, on the Eve of Lazarus for Lazarakia.

Educational material, tools, resources: kitchen utensils and equipment needed for making and baking bread, a recording device may be used so that a video of the procedure can be put on display for the whole community to watch.

Activity outcomes: Bread, bread rolls or any other type of pastry ready for the oven.

Slideshows from activities

<http://play.smilebox.com/SpreadMoreHappy/4d7a51304f444d314d44513d0d0a?title=Christmas+pastries&image=4d7a51304f444d314d44513d0d0a.jpg>

<http://play.smilebox.com/SpreadMoreHappy/4d7a59304d6a45334d6a493d0d0a?title=Lazarika+2013&image=4d7a59304d6a45334d6a493d0d0a.jpg>

<http://play.smilebox.com/SpreadMoreHappy/4d7a6b314d6a55344e7a453d0d0a?title=Christopsomo&image=4d7a6b314d6a55344e7a453d0d0a.jpg>

Activity 2 "The secrets of bread and the oven"

Duration: 45min

Activity type: learning by doing

Class organisation: The class visits the local bakery to bake the bread

Teacher's role: T acts as a co-ordinator.

Teacher's actions: T arranges the visit.

Students' actions: The students visit the neighborhood bakery to bake bread. Ss collaborate with the baker for the baking of bread and try to learn the secrets of baking. Students' questions are answered through discussion and observation.

Educational material, tools, resources: a recording device may be used so that a video of the procedure can be put on display for the whole community to watch.

Activity outcomes: Ss share their products.





7th TEACHING SESSION

Activity 1 Creating our own recipe book

Duration: 60min

Activity type: learning by doing

Class organisation: group work

3rd Primary School of Zografou, Athens, Greece



Co-funded by the
Erasmus+ Programme
of the European Union
2019-1-BE02-KA201-060343

Teacher's role: T acts as a co-ordinator.

Teacher's actions: T discusses with the students the ideal way to record and disseminate their recent work on bread making so that we can refer to it at any time. They record the advantages and disadvantages of the e-book and the printed book. Pupils discuss and the teacher records the pros and cons (the Kialo digital tool may be used). Once the discussion is over, they will start working on the e-book following the steps previously decided (cover, illustration, contents). Ss come up with ideas to make their recipe book beautiful. Ideas are recorded.

Students' actions: Ss gather all material they have from the bread making activity. At the end of this process, the students discuss and co-decide how they will present the material, the colors and the visual elements of the book. Then Ss begin the introduction of the material (texts, photos, drawings) in the Book creator tool, to create the e-book. Students work together all the time and the teacher helps where and when needed.

Educational material, tools, resources: an e-book application, photos, videos, notes

Activity outcomes: a recipe e-book

Activity 2 Evaluation

Duration: 15min

Activity type: reflection, self-assessment, peer feedback

Class organisation: group discussion

Teacher's role: T acts as a co-ordinator.

Teacher's actions: T monitors the procedure encouraging Ss to take initiatives and talk

Students' actions: Pupils discuss in class the topic they worked on. They express their feelings and impressions and express the difficulties they encountered. They evaluate the result (e-book) based on criteria such as: originality of idea, content, art department, etc.



Educational material, tools, resources: a video projector may be used so that the e-book is put on display and its content and layout is evaluated

Activity outcomes: comments and lessons learnt during the activities

8th TEACHING SESSION

Activity 1

Duration: 45min

Activity type: documentary viewing and educational game

Class organisation: group and pair work

Teacher's role: T acts as a co-ordinator.

Teacher's actions: T introduces the topic of the food pyramid and invites Ss to watch the video and play the game.

Students' actions: Students watch the video "The food pyramid". This video shows all the types of food and the frequency with which they should be consumed. Students are asked to take notes on any questions that may arise. The video will also be posted on the padlet, so that students can refer to it at any time. At the end of watching the video, there is a discussion about the food pyramid. Students are asked to express their views but also to express objections regarding the frequency of consumption of certain foods. After the students watch the video about the food pyramid, they are then asked to make their own food pyramid through this link



<http://photodentro.edu.gr/v/item/ds/8521/3685>. Once students have completed their pyramid, they are invited to make a poster-like reproduction of it for their classroom or home.

Educational material, tools, resources: <https://www.youtube.com/watch?v=BoOPz-4Sou8>,

Activity outcomes: A poster of the food pyramid

9th TEACHING SESSION

Activity 1 Preparing a radio broadcast

Duration: 60 min

Activity type: learning by doing

Class organisation: group and individual work

Teacher's role: T acts as a co-ordinator.

Teacher's actions: The ICT teacher reminds the students of the class the rules of production of an audio message, for their use in a radio show. Emphasis is placed on pronunciation tips, change of tone and speed of voice, pronunciation of clear speech. Students ask possible questions and gather all the material required for the production of radio shows (radio instructions, types of emissions, useful tips, etc.). This is followed by a very brief discussion about the audio message that each student will record. The messages will result from the students' engagement with a section, such as: "the evolution of bread: from yesterday to today", references about bread in our tradition, recipes, nutritional value of bread, interview with the elderly or the baker, etc.



Students' actions: Each student in the class records their own message using the Padlet, Audacity or other voice recording tool available on their computer. Students are considered to be familiar with this process. Once they have recorded their message, they upload it to Padlet. Once the recording of the audio messages is completed, the students go on to choose the music and the sound effects that will frame the radio show, depending on the style and emotions of each student presentation. At this stage, students prepare and find suitable music tracks and sound effects, either on Youtube or Freesound (a collective repository of audio samples with a CC license).

Educational material, tools, resources: technical equipment, headphones and microphones, voice recording applications

Activity outcomes: short audio files to be used for the radio broadcast

10th TEACHING SESSION

Activity 1 We are on air!

Duration: 45min

Activity type: learning by doing

Class organisation: group work

Teacher's role: T acts as a co-ordinator.

Teacher's actions: The ICT teacher utilizing the digital audio processing and recording program, Audacity, helps Ss create the radio show.

Students' actions: Initially the students suggest the soundtrack they have chosen and the plenary session of the class votes the most appropriate in their opinion, which will frame their narratives. Then, the script is recorded again if needed, the audio files are placed in order (according to the views of the students in the class) and finally the sound is processed and the composition (editing) of the radio message is done. All the actions (editing of audio tracks and editing) performed are shown to all students, with screen sharing and full explanation, so that



students can get in touch with the editing process. At the same time, the students make the final corrections, additions and markings. The final audio file, the radio show, will be posted on the European School Radio website, as well as on the school website.

Educational material, tools, resources: Audacity, technical equipment

Activity outcomes: A radio show