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This publication was produced by **Elena Cadefl**, Ph.D., with the collaboration of **Sonia Massari**, Ph.D. and the scientific supervision of **Marta Antonelli** Ph.D, Barilla Center for Food & Nutrition.

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https://www.barillacfn.com/en/educational_programmes/



1.

Introduction

Food education and its multiple nutritional, cultural and environmental meanings pursue many different teaching objectives, such as sustainable development, environmental protection, enhancement of local areas, health promotion, care of shared assets and ways of living that are inclusive and respectful of people's fundamental rights.

This pack is a collection of ready-to-use teaching resources and suggestions for the teacher, which aims to raise awareness among several topics related to food, culture and sustainability with the students.

Most of the ideas are suitable for all levels of education as we believe that teachers are best placed to determine the level of complexity with which to address the topics and the degree of difficulty of examples brought to the class.

The reference material is mainly linked to the following Barilla Foundation publications:

We, Food, our Planet teaching guide, Food is culture and A diet that respects the health of people and the Planet.

All are available in the Barilla Foundation website:

https://www.barillacfn.com/en/educational_programmes/school_education/

2.

Culture

2.1. Symbolic Meaning of Food

Reference material: Food is culture, chapter 2; We, Food, our Planet teaching guide, chapter 3.

General aim: to understand the main sociocultural dynamics associated with nutrition. Food and the ways we eat are an important means of cultural expression that can take various forms. They symbolize power and prestige and can be an integral part of rituals, ceremonies, or celebrations, or be characterized by particular meal structures, combinations and prohibitions.

Method: after listening to an explanation of the symbolic meaning of food, students are asked to participate in a team game to discover and learn about the different meanings.

Exercise: The teacher writes some examples of foods with a particular symbolic meaning (see table below). Only one example must be given on each sheet. On other sheets, the teacher writes the name of the culture to which the chosen examples belong (again one per sheet). The class is divided into two teams. The first team receives sheets with examples of food symbols. The second team receives sheets with examples of related cultures. The students have to match the sheet with the example to the one with the corresponding culture. The table below shows the types of matches that can be made. At the end, all the matches are checked for correctness and the symbolic meaning of each example is explained/discussed.

It is advisable to prepare this activity in advance. **This activity is also suitable for distance learning**, with the help of a smart board. In this case, the examples of foods and related cultures are written in individual boxes and mixed around on the smart board. The students then have to match them up.

<i>Example</i>	<i>Cultural context</i>	<i>Explanation</i>
Zebu meat is not eaten	Hinduism	In the past, the animal provided many more benefits when alive, whereas the benefits brought by the meat were limited in time, as it was difficult to store.
Dropping salt on the ground brings bad luck	Italy	Spilling salt is a waste of something valuable. In ancient Rome, it was considered a rare commodity, to the point of being part of the soldiers' pay. Hence the term "salary" that is still used today.
At Easter, lamb is eaten with bitter herbs, accompanied by unleavened bread	Judaism	Lambs are the very symbol of sacrifice, while the bitter herbs recall the bitterness of slavery and the bread must be unleavened to remember the hurried escape from that slavery.
Pork is not eaten because it is considered impure	Islam/Judaism	Pork is thought to have been banned due to the difficulty of preserving its meat in the absence of refrigeration. Furthermore, like humans, pigs are omnivorous and, in the past, they would have competed for food.
Chopsticks should not be placed upright in a rice bowl	Japan	Chopsticks are only inserted in the rice during funeral ceremonies. When not in use, they must be placed on the special chopstick rests.
Food is placed in the grave with the deceased	Ancient Egypt	Food and drink were placed in the tomb of the deceased, along with their belongings, because it was believed that the soul would still need to eat and drink. The more food there was, the more it was a symbol of prestige and power.

<i>Example</i>	<i>Cultural context</i>	<i>Explanation</i>
Chocolate eggs are eaten at Easter	United Kingdom	Life is born from eggs, which makes them a symbol of the resurrection. The idea of a chocolate egg was first developed by the managers of an English confectionery company, who created the first hollow Easter chocolate egg with a surprise inside in 1875. The new product was hugely successful and soon spread all over the world.
Coliva, a sweet made from boiled wheat grains sweetened with honey	Orthodox church	Pudding made to commemorate the dead. However, the basic elements, namely wheat and honey, are chosen for their symbolic value linked to the end of life and the resurrection (wheat from the earth and honey to symbolize the sweetness of the afterlife).
Noodles are eaten at New Year	China	Their slim and elongated shape symbolizes the desire for a long life.
Three dates are eaten after sunset during the Ramadan fast	Islam	During the evening meal that breaks the daily fast in the Islamic month of Ramadan, dates are eaten to remember the way in which the Prophet Mohammed broke his fast.
In Greece, Baklava made of 33 layers of filo pastry is eaten	Greece - Orthodox Church	In Greece, the 33 layers of filo pastry that make up this cake, to which honey and dried fruit are added, symbolize the years of Jesus' life.
At traditional weddings, a pomegranate is broken on the ground	Greece	The pomegranate contains many seeds and is a symbol of abundance, fertility and good luck.

Homework: expand the knowledge gained looking for new symbols relating to food and nutrition and write a short report on what was discovered.

2.2. Food & Art

Reference material: Food is culture, chapter 2; We, Food, our Planet teaching guide, chapter 3.

General aim: to understand that cultures, including food cultures, change over time. The history of man's relationship with food is an extraordinary social, cultural and meaningful one, expressed in countless forms of art, literature and film.

Method: this exercise is recommended for **distance learning** and/or using the **flipped classroom**¹ method.

Exercise: After having identified the topic to be addressed (for example peasant nutrition in the 19th century), the teacher asks the students, individually or in small groups, to research and analyze examples of nutrition and ways of eating food using an artistic artifact (e.g., a work of art, literature, cinema). It is advisable to choose only one type of artistic artifact at a time. At the end of the research, each group exhibits the result obtained, trying to highlight the characteristic elements

¹ **The flipped classroom** is a teaching method in which the established times and ways of working, which dictate that the time spent in school is dedicated to learning and explanation, while doing homework and other activities are done at home, are turned upside down. Literature regarding the flipped classroom method does not suggest a single way to accomplish this, but it is advisable to include three key steps:

- give students the time they need to explore the content, while at the same time encouraging them to really prepare for the meeting in class;
- clearly explain the connection between the individual learning activity and the one that will be done in the classroom;
- think of a way that is suitable for the class to determine the level of understanding of the content provided to students and assessing the feedback given.

<i>Example</i>	<i>Characteristic elements</i>
<p>"The Bean Eater", Annibale Carracci (1584 – 1585)</p>	<p>The scene is a virtual snapshot of a Renaissance meal, probably depicting a farmer (pulses were disdained by the upper classes). In the center is a bowl of black-eyed beans, typical of the Mediterranean region and widely used, together with chickpeas and broad beans, the first of the varieties from the Americas. The meal is accompanied by other typical foods of the Mediterranean diet, including spring onions, bread, a plate of focaccia and a glass of wine.</p>
<p>"The Potato Eaters", Van Gogh (1885)</p>	<p>The scene depicts a potato-based dinner of a family in the village of Nuenen (Netherlands). The potato, originally from South America, arrived in Europe on Spanish ships in the sixteenth century, but its spread was slow and uneven. By the eighteenth century, however, it was widespread, especially among the poorest members of society, because while harsh winters could be dramatic for cereals like wheat, the potato was much more resistant.</p>
<p>"The House by the Medlar Tree", Giovanni Verga (1881)</p>	<p>In telling the stories of the fishermen and other inhabitants of Aci Trezza, Verga also describes the diet and food that poor Sicilian families ate during the second half of the 19th century. Bread, oil, onions, broad beans, lupins, wheat, oily fish, seasonal fruit and very little red meat: examples of what we now call the Mediterranean diet.</p>
<p>"An American in Rome", Steno (1954)</p>	<p>The famous scene in which the character played by Alberto Sordi says "Macaroni, you provoked me and now I'll destroy you, macaroni! I'm going to eat you now...!" is an example of indecision between two cultures expressed through food. The film also shows the growing interest in new ways of eating, as in the opening scene at the restaurant, where a lady claims to follow a whole food gastronomic diet, characterized by foods that were alien to Italians at the time, such as grapefruit with salt and pepper.</p>

2.3 Get inspired!

A few multidisciplinary ideas/suggestions are given below to help teachers introduce the relationship between food and culture, review it and have students memorize the concepts and/or make them think. All these activities greatly benefit from the use of multimedia; therefore they are particularly well suited to distance learning.

Food in history

Aim: to understand how culture and nutrition have evolved over time.

Exercise: the teacher (or group of teachers) identifies a historical era and asks the students to analyze, through texts and/or graphic artifacts of the time, what people ate and why. To complete the exercise, the students can try to reproduce the dishes of the time. For example, by combining history, English and art, an iconic element of English culture - the tea ritual - born in the Victorian era, can be studied². Or, by mixing history, art, Italian literature and cuisine, we can analyze a classic of Italian products: polenta. Originally from the ancient world and revolutionized by the arrival of corn in Europe, in the 1700s it became a staple food especially among the poorest in society (an example in art is "Polenta" by Pietro Longhi, 1740). Corn flour is also used in pastry shops, for example, to make Venetian "zaeti" ("zalletti", or "zaletti", from "zao", the Venetian for "giallo" yellow) (an example in Italian literature is "*the dialogue between servants and masters*" in *The Good Wife* by Carlo Goldoni, 1749).

² Sample texts can be found in official online archives like:

- <https://www.bbc.co.uk/bitesize/articles/zm2txyc>
- <https://blog.english-heritage.org.uk/how-to-do-afternoon-tea-like-the-victorians/>
- <https://blog.britishmuseum.org/the-tea-rific-history-of-victorian-afternoon-tea/>

The banquet: a symbol of unity and conviviality

Aim: to understand that, since ancient times, the act of eating in society has transcended the simple nutritional function.

Exercise: the teacher (or group of teachers, for example literature, art, religion) talks to the students about banquets and conviviality. It is a universe of products but above all of situations, both civil and religious, habits, customs and preparations for official occasions, including celebrations and mourning, linked to the most human and cultural thing: sharing a meal. From sumptuous Renaissance banquets to more modern ones, the banquet becomes a communication tool, the dynamics of which revolve around the culinary art and guests, in a relationship which, depending on the context, combines aesthetics, regality and sacredness. Depending on the historical era, countless representations and narratives are available in art and literature that student can explore, for example, using the flipped classroom method and later sharing the examples and the reasons for their discoveries with the teachers and the class.

Intercultural celebration

Aim: to understand the cultural and family meanings associated with traditional foods.

Exercise: People all over the world, even within the same culture, embrace foods from different traditions, both in terms of what they eat and how they eat it. The food that people eat often depends on the ingredients available in their area of origin. The teacher (or group of teachers, for example history and geography) asks the students to find the recipe for a typical family dish, highlighting the type of ingredients and the symbolic and emotional reasons linked to its preparation. In addition, the students will be invited to think about the historical origins of the dish, the availability of ingredients in their area of origin, the influence of the climate, lifestyle (socioeconomic class, level of education, etc.) and other cultural influences. They will then be asked to report their findings to the teacher and the class and discuss the results together. The recipes can then be collected in a single document and, if possible, recreated as an opportunity for sharing and conviviality.

The sustainable food map

Aim: to understand how tasty, healthy and sustainable dishes are available in all cultures.

Exercise: The teacher (or group of teachers, for example English and geography), with the help of the students, draws a map of the world and, after explaining which are the healthy and sustainable foods (for further information see the: “Double pyramid: connecting food culture, health and climate” exercise, *page 21*), divides the class into groups based on the geographical areas to be covered³. Each group is then entrusted with the task of looking for tasty, healthy and sustainable dishes that are typical of their reference area. Once the research has been completed, the students will present the collected results and, together with the class, the teacher will evaluate their truthfulness and effectiveness in terms of health and sustainability. The photos of the dishes found will be attached to the map and everyone will then discuss the similarities and strengths of the recipes found. Finally, as a homework assignment, assuming the ingredients are easily available, the students will try to reproduce some recipes and comment together on the results achieved.

³ For convenience, it is advisable to follow the subdivision suggested by the seven cultural pyramids, available in the following document: **“A diet that respects the health of people and the planet”**.

3.

Mediterranean diet

3.1. Mediterranean diet: Countries and dishes

Reference material: Food is culture, chapter 3; A diet that respects the health of people and the Planet/Mediterranean diet; We, Food, our Planet teaching guide, chapter 3.

General aim: to learn that the Mediterranean diet, now recognized by UNESCO as an intangible cultural heritage, is the diet traditionally consumed in the Countries bordering the Mediterranean. It is mainly based on plant-based foods, which have a strong correlation with health and longevity.

Method: following a description of the main aspects and food related to the Mediterranean diet, students will be asked to divide into groups and to match typical dishes with their respective Countries.

Exercise: the teacher explains the fundamental concepts of the Mediterranean diet: Countries, characteristic foods, health effects. The students are then split into groups and a representative is chosen for each group. Each group is given a table with a list of dishes made with traditional Mediterranean ingredients and the students will determine and write down the country of origin and the key ingredients of the Mediterranean diet. Once the set time is over, everyone will discuss the results together. **This activity is also suitable for distance learning**, asking the students to conduct the research individually or in groups.

<i>Typical dish</i>	<i>Key ingredients</i>	<i>Country</i>
In Cordoba they eat Gazpacho		
In Patras they eat Tzatziki		
In Lisbon they eat Sardinhas assadas		
In Olbia they eat Minestra di fagioli freschi		
In Marrakesh they eat Zaalouk		
In Nicosia they eat Koupepia		
In Hvar they eat Gregada		
In Nice they eat Socca		
In Beirut they eat Tabbouleh		
In Cairo they eat Hummus		

Homework: Choose a dish from one of the foreign Countries listed in the table (Spain, Greece, Portugal, Morocco, Cyprus, Croatia, France, Lebanon and Egypt) and look for two or three similar recipes that are made in your Country (i.e., the same basic ingredients but flavored and cooked in different ways). Write a short report so that you can discuss it with the whole class.

Solutions for the teacher to use

<i>Typical dish</i>	<i>Description and ingredients</i>	<i>Country</i>
In Cordoba they eat Gazpacho	Cold soup made with raw vegetables (e.g. bell peppers, tomatoes, cucumbers and onion)	Spain
In Patras they eat Tzatziki	Dip made with yogurt , generally from sheep's or goat's milk, cucumber , garlic, salt and olive oil.	Greece
In Lisbon they eat Sardinhas assadas	Fresh sardines (oily fish) cooked on the grill	Portugal
In Olbia they eat Minestra di fagioli freschi	Bean soup is a typical Italian poor man's dish made with beans	Italy
In Marrakesh they eat Zaalouk	Dish made with eggplant, tomatoes , cumin, paprika and coriander	Marocco
In Nicosia they eat Koupepia	Vine leaves stuffed with ground lamb meat and rice	Cyprus
In Hvar they eat Gregada	Soup of fish , potatoes and carrots	Croatia
In Nice they eat Socca	Nicoise version of farinata, both made with chickpea flour	France
In Beirut they eat Tabbouleh	A salad of bulgur (cracked) wheat , containing finely chopped parsley, spring onions and mint with small chunks of tomatoes and cucumber, all dressed with lemon juice and olive oil	Lebanon
In Cairo they eat Hummus	Chickpea dip with a little lemon, oil and powdered chili pepper (unlike the Lebanese version which also includes sesame paste)	Egypt

3.2. Mediterranean diet terminology

Reference material: Food is culture, chapter 3; A diet that respects the health of people and the Planet/Mediterranean diet; We, Food, our Planet teaching guide, chapter 3.

General aim: to learn that the Mediterranean diet, now recognized by UNESCO as an intangible cultural heritage, is not just a set of foods but includes an approach to food in which conviviality, respect for the land and traditional activities play a fundamental role.

Method: following a description of the main aspects of the Mediterranean diet and the foods that it includes, students will be asked to work together, or in small groups, on the concept of the Mediterranean diet, researching and discovering the key terms.

Exercise: the teacher explains the fundamental concepts of the Mediterranean diet: Countries, characteristic foods, health effects. The students are then split into groups and a representative is chosen for each group. The groups can be assigned **two kinds of exercises** to be done with the words (depending on the time available to the class): a **dictionary** and a **crossword** focused on the Mediterranean diet. **Both activities are also suitable for distance learning**, entrusting the students with the task of finding the words, either in groups or individually, and sharing the screen to create the dictionary and crossword.

Option 1. Mediterranean diet dictionary. The teacher asks the students to create a dictionary, from A to Z, containing with the most relevant words that pertain to the Mediterranean diet with their definition. Depending on the time available, the students can be divided into groups of letters, so that everyone can contribute to the dictionary with their efforts and ideas. Examples of solutions are available in the special BCFN section dedicated to the words “Learning and Acting for Change”, [available in the school section of the Barilla Foundation website:](https://www.barillacfn.com/en/educational_programmes/school_education/)

https://www.barillacfn.com/en/educational_programmes/school_education/

Homework: Reflect on the knowledge gained. The teacher chooses a combination of words related to a specific topic (for example, health. Words “food, seasonality and land”) and asks the students to create a text (but also a graphic representation, a podcast, or a ppt) which contains (or represents, in the case of graphics) all the words, describing the problems connected to each word, the link between them, and possible solutions to stem the problems. The greater the number of words to be used, the greater the difficulty of the exercise.

Option 2. Mediterranean crossword. The teacher distributes a copy of the crossword, with different keywords related to the Mediterranean Diet, to each group, or, if using a smart board, projects the image on the screen. Students have to read the definitions and try to guess the words. The teacher’s task is to explain each word, its meaning and the relationship with the Mediterranean Diet. The teacher ends the lesson by adding two more terms related to the Mediterranean diet: **conviviality and community**. The first identifies the pleasure of sharing time with others, which is typical of being at a Mediterranean table. Eating together strengthens interpersonal relationships and allows you to maintain and share the relevant cultural elements. By community, on the other hand, we mean a set of individuals who create, maintain, disseminate and pass on cultural heritage from one generation to the next, and who are actively involved in its management.

Homework: look up the word “diet” in the dictionary. Find its original meaning and why it differs from “being on a diet”. Write a short report.

Option 1. Mediterranean diet dictionary

<i>Word</i>	<i>Definition</i>
Cereals	<p><i>Barley, spelt and wheat are...</i></p> <p>Cereals, especially whole grains, are very important in the Mediterranean diet because, together with vegetables and fruit, they are at the bottom of the food pyramid, meaning that they are foods that should be present at every meal. Rice, corn, barley, spelt and wheat belong to the group of cereals. The latter, in particular, is common to all populations of the Mediterranean, as it constitutes the raw material of foods such as bread, pasta, couscous or bulgur.</p>
Pyramid	<p><i>The Giza and food one are famous...</i></p> <p>The food pyramid is a diagram that provides a graphic representation of the Mediterranean Diet. At the bottom of the pyramid are the products we should be eating at every meal, including cereals, fruit, and vegetables, in the middle are the foods we should eat every day in greater moderation, such as eggs and cheese, and at the top are the products that should be eaten in great moderation, such as red meat and sweets.</p>
Fruit	<p><i>Whether fresh or dried, it's always good...</i></p> <p>In addition to including large quantities of fresh fruit, the Mediterranean Diet recommends a moderate consumption of nuts, such as almonds, walnuts, hazelnuts, pistachios or pine nuts. High energy foods that contain good and quality fats.</p>
Mediterranean	<p><i>The sea around many countries, including Italy...</i></p> <p>The Mediterranean diet is the traditional diet of all the countries bordering the Mediterranean, including Italy, Greece, Spain, Portugal, Morocco and southern France.</p>
Seasons	<p><i>There are four of these every year...</i></p> <p>In the Mediterranean basin, nature offers us the opportunity to put different foods on our plate every three months. Opting for seasonal products allows you to buy fresher and tastier food, making a strong impact on food, agricultural and even economic sustainability as well as considerable savings because they are foods that usually require less energy to be produced. The concept of seasonality applies not only to fruit and vegetables but also to fish.</p>

Word	Definition
Recipes	<p><i>Every family has its own...</i></p> <p>The Mediterranean diet includes an extraordinary variety of recipes, which are considered to be the cultural element that unites the peasant tradition with culinary art. The raw materials are transformed into complex dishes which are ultimately much more than the simple sum of the individual components, because they reflect the history and culture of those who created them.</p>
Biodiversity	<p><i>Extraordinary variety of plants and animals...</i></p> <p>Biodiversity, from the Greek word "bios" (life), refers to the extraordinary variety of plants and animals that live in nature and interact with one another in their natural habitats and ecosystems. The Mediterranean basin is recognized as a biodiversity hotspot.</p>
Health	<p><i>It is said that when you have this you have everything...</i></p> <p>Health isn't simply the absence of disease but a condition of physical and mental well-being due to the perfect functioning of the body. Furthermore, our health is linked to that of the environment. The "One World, One Health" approach aims to protect public health while ensuring the sustainability of primary production and environmental protection. Food choices can affect our health and are important in preventing the development and spread of non-communicable diseases, such as diabetes. For years, the world of research has emphasized the positive effects of the Mediterranean diet on our health but also on that of the planet.</p>
Exercise	<p><i>Combats a sedentary lifestyle...</i></p> <p>Physical activity is a fundamental aspect of any diet. Eating healthily is not enough to keep the body in good health and prevent diseases due to a sedentary lifestyle (e.g., obesity, hypertension, atherosclerosis). A balanced diet must be combined with movement, such as walking, running, swimming, cycling, climbing stairs for at least 30 minutes a day and for at least 5 days a week.</p>
Fish	<p><i>The oily variety is tasty, healthy and sustainable...</i></p> <p>Oily fish, such as anchovies, mackerel and sardines, is a prominent part of the Mediterranean Diet. It is in fact an excellent source of protein, vitamin D, mineral salts and omega-3 fatty acids that protect our cardiovascular system.</p>

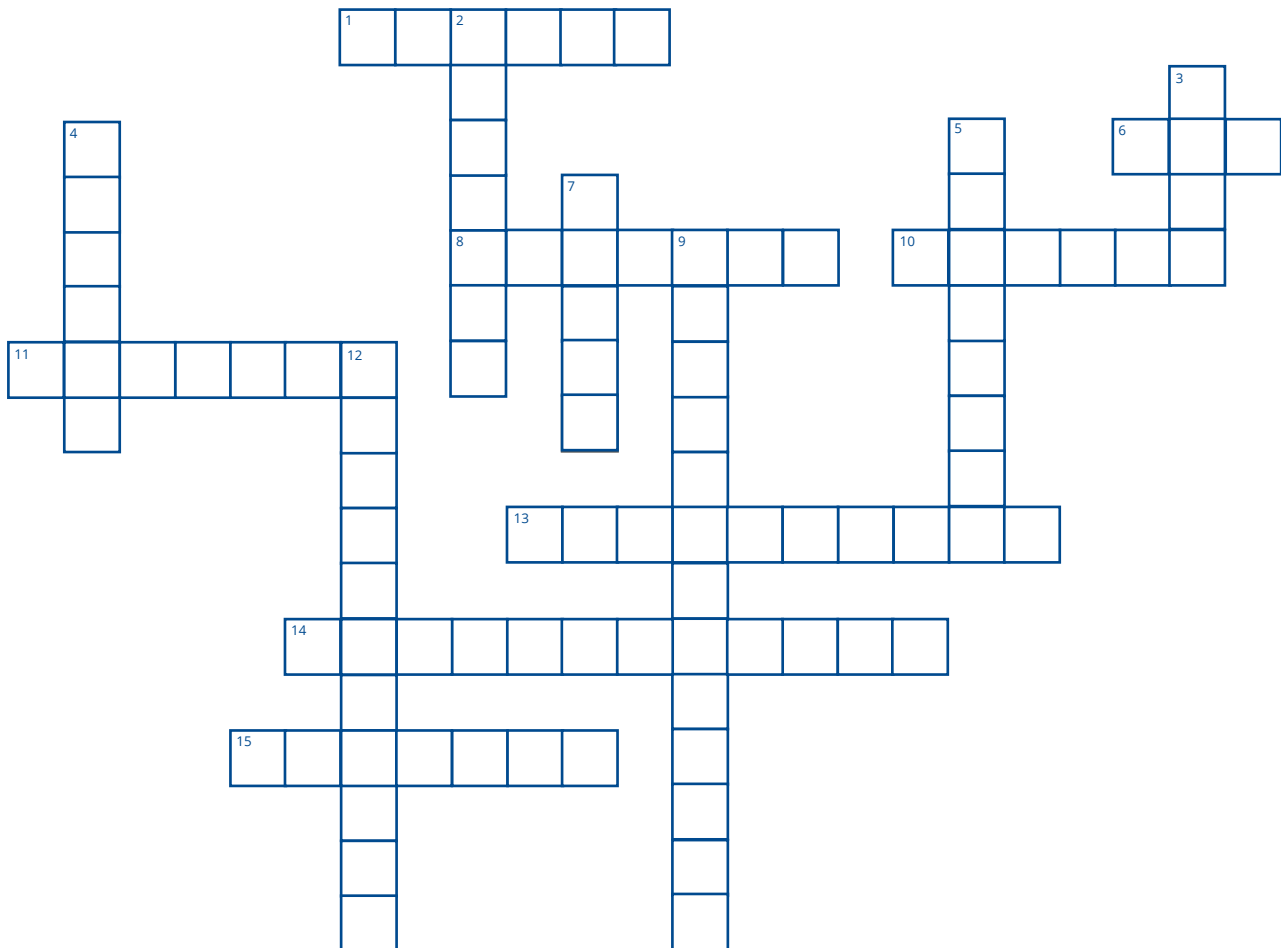
Word	Definition
Sustainable	<p><i>It's good for the environment...</i></p> <p>Sustainability ensures development that fulfills the needs of the present generation without compromising the possibility of future generations to fulfill their own. The Mediterranean diet, in addition to being healthy for people, is also healthy for the environment, as, being mainly based on vegetables and cereals, it has a low environmental impact.</p>
Pulses	<p><i>They are a good substitute for meat...</i></p> <p>Beans, broad beans, chickpeas, lentils and peas are examples of pulses typical of the Mediterranean diet.</p>
Market	<p><i>Where you buy fruit and vegetables...</i></p> <p>The market (or emporium, bazaar, souk) is the place where the people of the Mediterranean spent much of their lives. It wasn't only a place to shop and talk about food and recipes but also the hub of social and cultural relations.</p>
Oil	<p><i>The extra-virgin variety is well-known...</i></p> <p>Olive oil, especially the extra-virgin variety, is the main source of fat in the Mediterranean Diet. Its regular use, in the right quantities, prevents cardiovascular diseases.</p>
Vegetables	<p><i>They can be eaten either raw or cooked, in many different ways...</i></p> <p>Vegetables come in all shapes and colors and provide our body with important elements, such as vitamins and minerals. At the same time, vegetables contain a lot of water and fiber, which are filling and therefore help reduce the overall calorie intake in the diet.</p>

Option 2. Mediterranean crossword



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Use the clues to fill in the words above.



Across

1. Where you buy fruit and vegetables
6. The extra-virgin variety is well-known
8. The Giza and food one are famous
10. It is said that when you have this you have everything
11. Barley, spelt and wheat are
13. They can be eaten either raw or cooked, in many different ways
14. Extraordinary variety of plants and animals
15. There are four of these very year

Down

2. Every family has its own
3. The oily variety is tasty, healthy and sustainable
4. They are a good substitute for meat
5. Combats a sedentary lifestyle
7. Whether fresh or dried, it's always good
9. The sea around many countries, including Italy
12. It's good for the environment

4.

Sustainability

4.1. Double pyramid: connecting food culture, health and climate

Reference material: Food is culture, chapter 3; A diet that respects the health of people and the Planet.

General aim: to find out about the different categories of food, to learn the importance of varying foods and which foods should be eaten more frequently and which in moderation, for your health and that of the environment.

Method: after the teacher's explanation, students will work in groups on the elements that make up the health and climate food pyramid, helping each other.

Tools, materials, resources:

- A blank board for each group, blank sheets of paper (alternatively, drawing the food groups on paper plates might also be fun);
- Adhesive material to stick the sheets on the board;
- Colored pencils and markers;
- Image of the Global Health and Climate Double Pyramid.

Exercise: the teacher explains the basic concepts and elements of a diet that protects health and promotes longevity and well-being, while ensuring the well-being of the planet. The students are then split into **7 groups** (one for each level of the Pyramid). The students have to draw the foods that represent the group(s) included in the level assigned to them (there are **18 food groups** in total, see tables 1 & 2). Two copies of each key food must be drawn. Once the work is finished, the students (and/or the teacher) draw the double pyramid (a triangle pointing upwards and an inverted triangle placed side by side) on the board, and inside each triangle they draw 6 equidistant horizontal lines. In turn, the students then attach the drawings of the various foods inside the two pyramids (this is the reason for the double copy made previously), telling the class what they have drawn and why it is in that level of the pyramid. This is followed by a group discussion to answer any questions. The goal is to stimulate creativity and help students visualize how the diet recommended for our health is also the one with the lowest impact on the planet in terms of CO₂ emissions.

This activity is also suitable for distance learning, using the “We, food, the Planet – digital experience” tool. This is an interactive digital platform containing various games, quizzes and information, available in the “*educational programmes*” section of the Barilla Foundation website.

The “better meals, better planet” activity allows you to explore the elements of the health and climate double pyramid, both globally and based on seven specific cultures.

Homework⁴: expand the knowledge gained, using the “We, food, the planet – digital experience” tool, under “better meals, better planet”⁵ find out how the double pyramids change in the different cultures and answer the following question: are there any foods you didn’t know about? Which foods would you like to try in order to follow a healthy and sustainable diet?

4 The exercise can also be done on paper, reading the diet that respects the health of people and the planet publication

5 <https://www.wethefoodtheplanet.org/it/better-meals-better-planet>

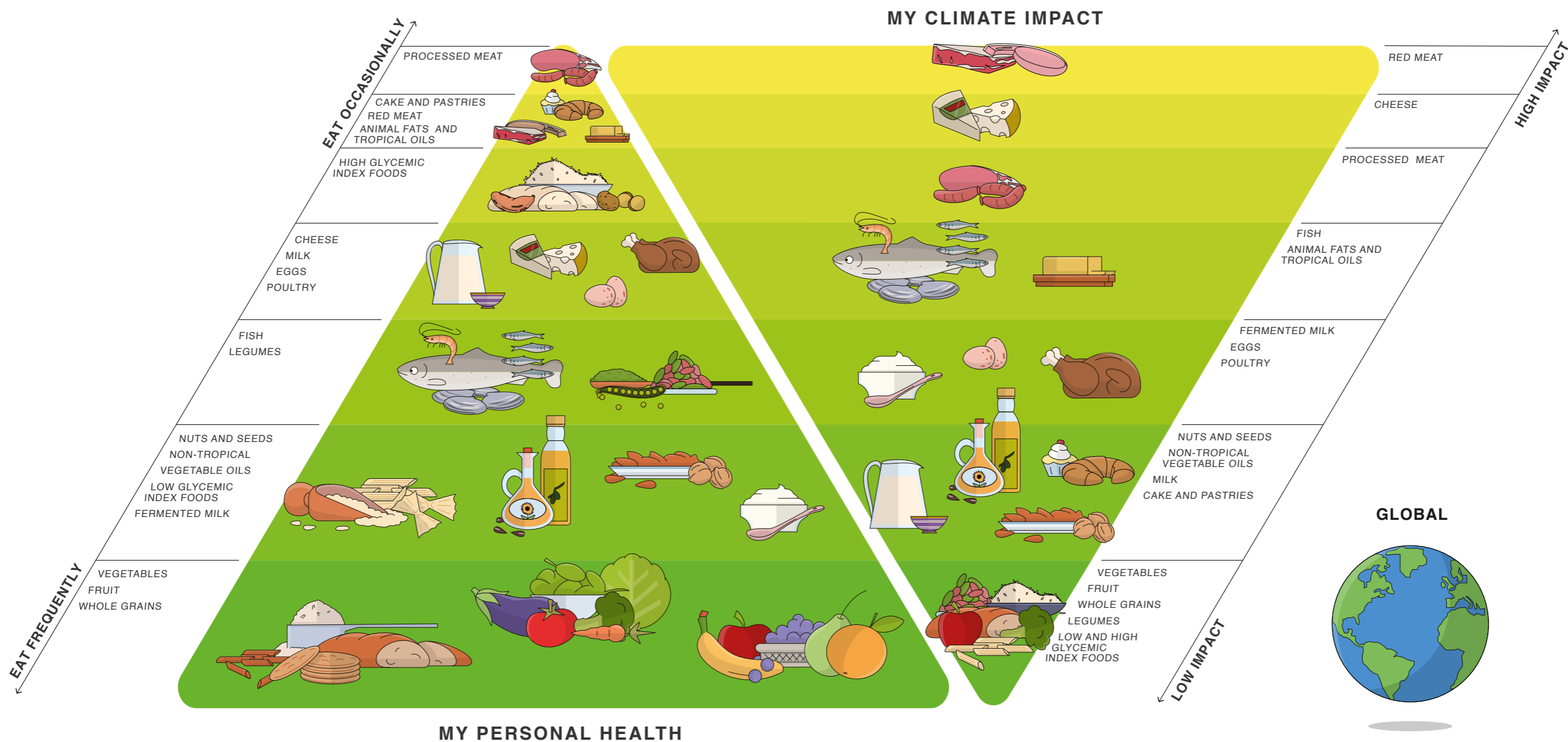
Table 1. Food groups and types arranged according to their link to cardiovascular diseases

<i>Recommended consumption</i>	<i>Food types</i>	<i>Pyramid level</i>	
Occasionally	Processed meat (e.g. sausages, bacon, cured meats)	Very High	7
No more than one portion/week (for each food group)	Animal fats (butter or cream), solid margarine or tropical oils Red meat (e.g. beef, pork, lamb) Sweets, baked goods	High	6
No more than two portions/week	Refined cereals with a high glycemic index or potatoes	Medium-High	5
No more than three portions/week (for each food group)	Milk Cheese (e.g. Parmesan, Emmental, Cheddar, Roquefort) Eggs Poultry	Medium	4
Four portions/week (for each food group)	Pulses (e.g. beans, lentils, chickpeas, peas) Fish (e.g. sardines, mackerel, cod, salmon, shellfish)	Medium-Low	3

<i>Recommended consumption</i>	<i>Food types</i>	<i>Pyramid level</i>	
One portion/week (for each food group)	Low glycemic index cereals Yogurt Nuts Non-tropical vegetable oils (e.g. extra virgin olive oil, sunflower oil, corn oil, soybean oil) or spreadable margarines	Low	2
Two portions/week (for each food group)	Fresh fruit (e.g. apples, pears and citrus fruits) Vegetables (e.g. raw vegetables, green leafed vegetables, carrots) Whole foods	Very low	1

Table 2. Levels of the Climate Pyramid

<i>Food groups</i>	<i>Level of the Pyramid</i>	
Red meat	Very high	7
Cheese	High	6
Processed meat	Medium-high	5
Fish	Medium	4
Butter		
Poultry	Medium-low	3
Eggs		
Yogurt		
Baked goods	Low	2
Non-tropical vegetable oils		
Nuts	Low	2
Milk		
High glycemic index foods	Very low	1
Low glycemic index foods		
Legumes		
Whole foods		
Vegetables		
Fresh fruit		



DAILY CONSUMPTION: **WATER:** AT LEAST 2 LITERS | **COFFEE OR TEA:** MAX 3 CUPS | **WINE:** MAX 1-2 GLASSES | **BEER:** MAX 1 CAN | **SALT:** MAX 1 TEASPOON
SOFT DRINKS: OCCASIONALLY
 BE PHYSICALLY **ACTIVE** AND PRACTICE EVERYDAY **MINDFULNESS**

4.1. Chef for a day

Reference material: Food is culture, chapter 3; A diet that respects the health of people and the Planet.

General aim: finding out about the various categories of food to apply them in real life, in everyday cooking. The aim is to find out which foods and dishes should be eaten more often for your health and that of the planet.

Method: after the teacher's explanation, students will work in groups to create sustainable menus based on the⁶ Health and Climate Double Pyramid.

Exercise: the teacher shows the image of the Global Health and Climate Double Pyramid and explains the fundamental concepts and elements of a diet that protects the health, longevity and well-being of individuals, while guaranteeing well-being for the Planet (see tables 1 & 2).

Brainstorming. The teacher helps the students think about what is described by stimulating them with different questions. For example: What helps your health and that of the environment? Do you think your diet respects the Global Health and Climate Double Pyramid? What could you change?

The teacher then divides the pupils into groups and chooses one representative per group. Task of each group: "Imagine being a chef in a sustainable restaurant. Create a menu for a lunch and dinner using only the healthiest and most sustainable foods".

Once the menus are finished, the representatives of each group tell the class what has been done. The teacher's task is to verify that the elements used are correct. Finally, the students vote for the group with the most interesting menu in their opinion (students can't vote for their own group).

⁶ The exercise can also be done with the Cultural Double Pyramids for Africa, South Asia and East Asia, Latin America, the Nordic countries and Canada, the Mediterranean countries and the United States of America contained in the "a diet that respects the health of people and that of the planet" publication.

This activity is also suitable for distance learning (with a few changes, because the menus can only be chosen, not created), using the “We, food, the planet – digital experience” tool. This is an interactive digital platform containing various games, quizzes and information, available in the tools section of the noiilciboilpianeta.it website. The **“eat smart” activity**⁷ in particular allows students to test their footprint on the planet using their food choices.

Homework: from theory to practice. Tell people at home what you learned during this lesson and (with an adult) try to make one of the sustainable dishes that were created in the group work. Was it easy to make? Was it good? Write a short summary.

⁷ <https://www.wethefoodtheplanet.org/en/do-your-part-eat-smart>

Table 1. Food groups and types arranged according to their link to cardiovascular diseases

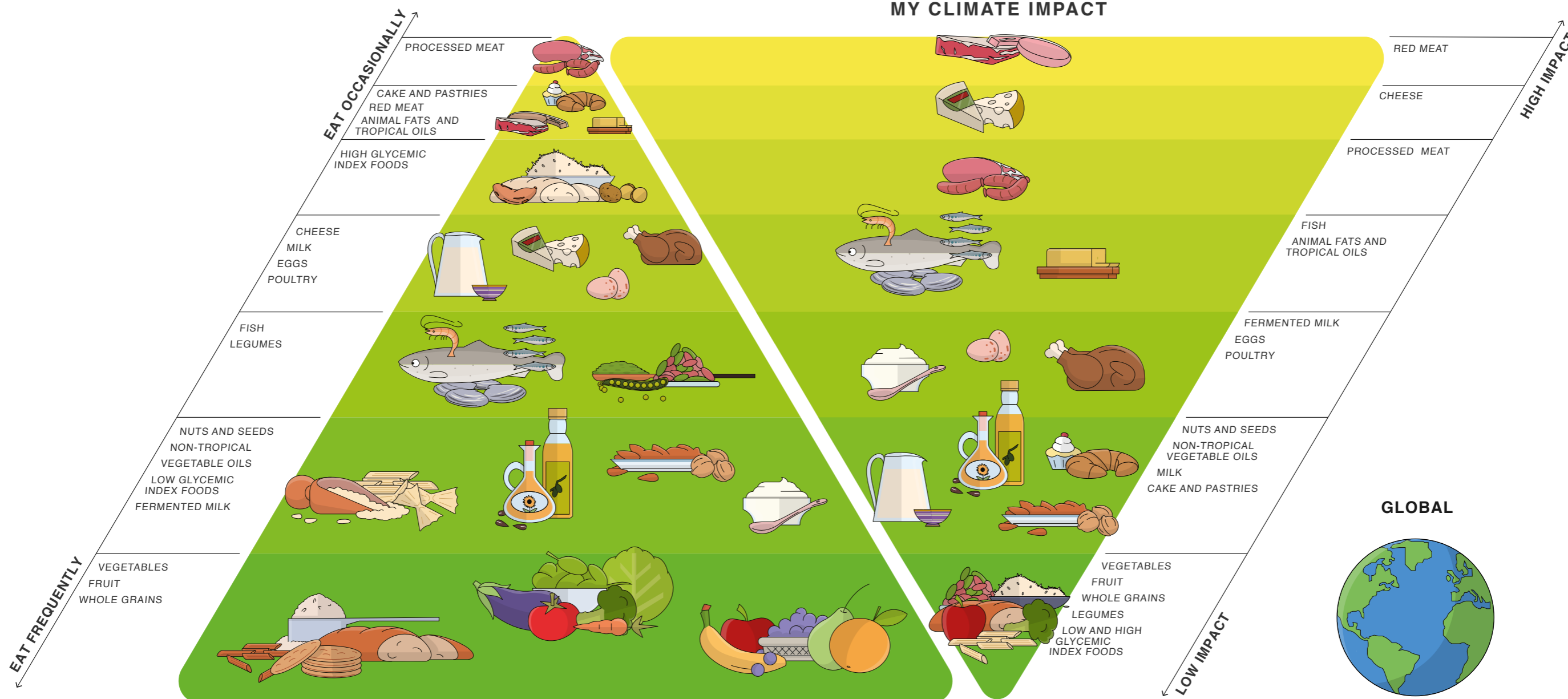
<i>Recommended consumption</i>	<i>Food types</i>	<i>Pyramid level</i>	
Occasionally	Processed meat (e.g. sausages, bacon, cured meats)	Very High	7
No more than one portion/week (for each food group)	Animal fats (butter or cream), solid margarine or tropical oils Red meat (e.g. beef, pork, lamb) Sweets, baked goods	High	6
No more than two portions/week	Refined cereals with a high glycemic index or potatoes	Medium-High	5
No more than three portions/week (for each food group)	Milk Cheese (e.g. Parmesan, Emmental, Cheddar, Roquefort) Eggs Poultry	Medium	4
Four portions/week (for each food group)	Pulses (e.g. beans, lentils, chickpeas, peas) Fish (e.g. sardines, mackerel, cod, salmon, shellfish)	Medium-Low	3

<i>Recommended consumption</i>	<i>Food types</i>	<i>Pyramid level</i>	
One portion/week (for each food group)	Low glycemic index cereals Yogurt Nuts Non-tropical vegetable oils (e.g. extra virgin olive oil, sunflower oil, corn oil, soybean oil) or spreadable margarines	Low	2
Two portions/week (for each food group)	Fresh fruit (e.g. apples, pears and citrus fruits) Vegetables (e.g. raw vegetables, green leafed vegetables, carrots) Whole foods	Very low	1

Table 2. Levels of the Climate Pyramid

<i>Food groups</i>	<i>Level of the Pyramid</i>	
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Milk		
High glycemic index foods	Very low	1
Low glycemic index foods		
Legumes		
Whole foods		
Vegetables		
Fresh fruit		

MY CLIMATE IMPACT



MY PERSONAL HEALTH

DAILY CONSUMPTION: **WATER:** AT LEAST 2 LITERS | **COFFEE OR TEA:** MAX 3 CUPS | **WINE:** MAX 1-2 GLASSES | **BEER:** MAX 1 CAN | **SALT:** MAX 1 TEASPOON
SOFT DRINKS: OCCASIONALLY
 BE PHYSICALLY **ACTIVE** AND PRACTICE EVERYDAY **MINDFULNESS**

Afterword

BARILLA CENTER FOR FOOD & NUTRITION FOUNDATION

The Barilla Center for Food & Nutrition Foundation (BCFN) is a think tank and research center which analyzes the complexity of current agri-food systems and, through a variety of initiatives, fosters change towards healthier and more sustainable lifestyles in order to achieve the Goals set by the United Nations 2030 Agenda for Sustainable Development (SDGs). With its scientific research and public initiatives, the Barilla Foundation promotes an open dialogue between science and society both nationally and internationally. It addresses today's major food-related issues with a multidisciplinary approach and from the environmental, economic and social perspective, to secure the wellbeing and health of people and the planet.

Advisory Board

The Barilla Foundation relies on a highly reputed Advisory Board: an independent and multidisciplinary body composed by scientists and international experts from different but complementary disciplines related to Food, Nutrition and Sustainability.



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