

# LIFESTYLES REVISITED: EDUCATIONAL EXPERIMENTS IN INTERGENERATIONAL ENVIRONMENTS



Education and Culture DG

Lifelong Learning Programme

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# **EATING HABITS AND BEHAVIOURS**



## BELGIUM

### ZEBRA FORMATIONS



## DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

Senior groups (average age 73.5) and assisting staff (average age 32.5) belong to 2 residential homes. The average age of teacher-trainers is 62.

Juniors (average age 17) are students belonging to 2 Hannut classes training to become Education Agents and selected by their teacher. The total number of participants per group may vary from 14 to 18 (between 28 and 36 for both institutions). The proportion of women is about 90 % and 65% girls.

## OBJECTIVES OF THE IG WORKSHOPS

Learners should be able to express and describe their eating habits, their tastes and their variations. All ages groups should learn something about each other's points of view concerning food. They should discover other lifestyles and eating habits linked to age but also in relation to other cultures in Europe.

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

Sitting in a circle around a table participants discuss the various subjects that are proposed by the teacher-trainers. They may be asked to answer questions in the form of a questionnaire, to interpret expressions and popular sayings related to food, to react to pictures representing certain aspects of the theme, to imagine and create menus. They are also asked to share their knowledge and opinions regarding local, regional and foreign country dishes.

The exchanges lead to further exploration of the eating habits lifestyle: table manners, family and religious eating customs and traditions that are compared in relation to generation practices.



## FOOD CONSUMPTION WORKSHOPS

Nine pictures representing various food consumption contexts were presented to mixed age groups for interpretation and discussion. Juniors didn't mind or even enjoyed eating alone although the family gathering around the table was considered important. Outdoor and street eating is appreciated by both groups: mostly during funfairs, less at the restaurant. Working in IG pairs each person composed his or her favourite menu. Persons then exchanged their written productions, compared and discussed differences.

There seems to be few differences in taste between generations regarding everyday meals. Surprisingly the boiled potato in this case is more appreciated than Belgian fries. Red meat, pork and poultry are more often named than fish. Ice cream, a piece of tart or a fruit usually end a meal.



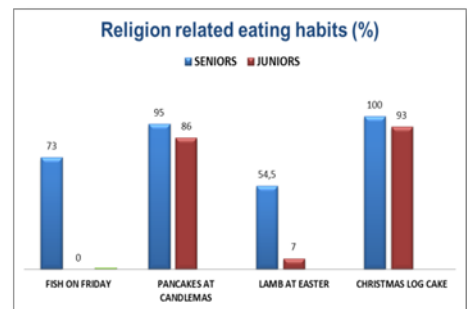
## EATING HABITS WORKSHOPS

A questionnaire survey on eating habits was presented to each person of 2 generational age groups: seniors (S) and Juniors (J). The answers and results of the questionnaire were compiled and formalised into pie charts and graphs by the Zebra staff. They were later presented to the groups for feedback followed by discussions and conclusions.

The main outcomes are as follows:

### NUMBER OF MEALS PER DAY: JUNIORS HAVE SLIGHTLY LESS MEALS PER DAY THAN SENIORS.

- Evening dinner at fixed times: Seniors have their evening meal at a fixed time more often than Juniors.
- End of meal food: Seniors eat fruit and cheese at the end of a meal more often than Juniors. Juniors eat other products more often, like yoghurt, ice-cream and chocolate.
- Composition of exotic foods: with the exception of the Spanish paella (less popular with Juniors) Seniors eat exotic foods (pizzas and kebabs) less often than Juniors.
- Religion related habits: Seniors observe religious eating customs more than Juniors. Pancakes and Christmas log cake are very popular with both age groups.
- Table behaviour customs: although the numbers are not very important Seniors observe or have observed table customs more frequently than Juniors.
- Generational food tastes: more Seniors think their food tastes are similar to those of their children than Juniors who think their tastes are similar to those of their parents.



### NATIONAL AND REGIONAL FOOD WORKSHOPS

Mixed IG groups had to decide which meal represents the national Belgian dish. There was not a unanimous consensus for any dish. However three dishes came equal in first position: Brussels stoemp sausage (favourite for both age groups, rabbit with prunes (favourite for seniors) mussels and chips (favourite for seniors).

In second position: Flemish meats stew, popular with seniors and Liège meat balls and chips, popular with juniors.



### EUROPEAN DIMENSION AND PERCEPTION OF OTHER COUNTRIES EATING HABITS WORKSHOP

An open question was put all participants in mixed age groups:

*“To your knowledge which food and drink are representative of the following countries: Italy, Luxemburg, Poland, Portugal, Spain, Turkey?”*

Most answers were given by seniors. Juniors stuck to the “international foods” they consume during holidays abroad. They knew a little more about drinks than food.



## SEASONAL AND FOR SPECIAL OCCASIONS FOODS WORKSHOPS

The participants worked by IG pairs on the basis of 4 proposals for starters, soup, main dish and dessert. The results for a wedding or other important family ceremonies were as follows for both age groups:

- Salmon in basil sauce (34%)
- Tomato soup (55%)
- Veal cassolette in Madeira sauce with vegetables and duchess potatoes (45%)
- Ice-cream (56%)



Being in Autumn the learners stressed the importance of comforting foods such as vegetable soup (pumpkin, onion and potato), black puddings with mashed potatoes, game in connexion with the hunting season (hare with cranberry sauce).

## OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

- Finding expressions and proverbs in connexion with food. Then comparing interpretations in IG mixed age groups. Pictures can also transform the exercise into a game.

Examples: « Mettre du beurre dans les épinards » (put butter in the spinach),  
« Tomber dans les pommes » (fall in the apples), « Mêles-toi de tes oignons » (look after your onions).

- Observing and giving personal impressions about paintings depicting eating and food scenes. Then comparing interpretations in IG mixed age groups.

Examples: Brueghel's Peasant Wedding, Renoir's Luncheon of the Boat Party, Juan de Juanes' Last Supper



- Writing poems about eating habits and illustrating them with pictures or music (songs referring to food).

Each age group should refer to its own preferences and share its choices.

Examples: Peter, Paul and Mary ("Lemon tree"), Bourvil ("Salade de fruit") and "Marie trempe ton pain" (popular children's nursery song).

- Interviews of cooks and kitchen staff in the various institutions (residences and school) about the differences in eating habits of seniors and juniors.

According to the cooks potatoes are a must almost with every meal. Whereas Seniors take their meals in the canteen, sitting at a table, Juniors often prefer to order and buy a baguette filled with ham, tomato and salad which they take away to eat outside in the street with friends. In this respect daily eating habit lifestyles during school periods are completely different between juniors and seniors whose eating habits never vary.





## RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.

### a) Discoveries about eating habit lifestyles

Consumed foods are very traditional, local and are seldom off the beaten track, except for special events although we still find the usual tomato cream soup and the ice-cream.

It seems that knowledge about foreign eating habits (European dimension) is rather limited and somewhat stereotyped.

All age groups are attached to their regional modes of consumption, especially within the family. Differences between generations are not clearly marked. Tastes evolve individually at the different stages of life. Juniors are more attracted than Seniors towards individual or lonely eating manners (pizza in front of TV) but also enjoy eating with friends (at a barbecue). Like their elders Juniors remain attached to family and festive meals (birthdays, at fairs, for Christmas, etc.). All learners insist on the role and importance of meals as a moment for sharing: there is a difference between eating alone in a restaurant (involuntary) and alone in front of TV (voluntary).

### b) IG transmission during workshops and activities

The exchange and sharing of knowledge and impressions in pairs or in small groups around a common theme allows establishing relationships very quickly.

Contacts have been extremely appreciated by both age groups.

Seniors said they felt rejuvenated by the presence of young people which creates a much more dynamic atmosphere. Juniors felt they were valued especially when they intervene as “assistants” to take notes or report results.

Perceptions of both groups about each other have evolved positively. Seniors said they were able to form a helpful image from young people and Juniors said they understood better the reasons of the Seniors’ choices and values.

The input of these IG groups was more important in terms of relationships than in terms of knowledge.

## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.

There should be no difficulty in adapting the workshops to other contexts but learners should be encouraged to express their own individual choices.

Pictures must be selected so that they have some meaning for learners and reflect a reality they are familiar with. They should represent a situation they can identify themselves with.

Questionnaires must be adapted to take into account the local and cultural eating customs.





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## ITALY

**GIOVANNI PASCOLI**  
Lower Secondary School Center  
for Adults Education - Fassano



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### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

The group is composed of 29 people: 20 women and 9 men.

AGE RANGES		OCCUPATIONS	
10 – 20	21%	Employees	30%
21 – 30	7%	Housewives	7%
31 – 40	3%	Retired	13%
41 – 50	28%	Teachers	20%
51 – 60	34%	Students	23%
Over 60	7%	Freelancers	7%



### OBJECTIVES OF THE IG WORKSHOPS

Workshop	Objective
First	Presentation and socialization
Second	Knowing of eating habits
Third	To know food the different age groups like most
Fourth	To think about the eating habits as reflection of language and culture of a population, region, family or generation
Fifth	To identify a typical family local menu preferred by all generations
Sixth	To know European eating habits
Seventh	To talk, share and think about experiences, to arrange our travel to Luxembourg





**METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES**

Workshop	Methodology	Description
<b>First</b>	Interactive and game activity	The group forms a ring. Each participant, after receiving the wool ball, introduces itself, says something about his/her personality and shares the reasons and his/her expectations on the project. After that, he/she ties the wool thread around his wrist and passes the ball to another person that will do the same thing
<b>Second</b>	Questionnaire	The group used the questionnaire to know the eating habits of the group and, in particular, the differences between the age ranges
<b>Third</b>	Questionnaire	Twelve pictures representing various food were presented to each member of the mixed group. They had to express their own opinion for each image by using the following answers: "I like a lot; I like it quite a lot; I like it a little; I don't like it; I don't like it at all"
<b>Fourth</b>	Autobiographical method (theoretical construct and a self-narration sheet). Autobiographic method inside the group is based on the "construction of meaning". It gives a meaning to one's own experiences and gives the opportunity to reflect upon one's own life. It encourages the ability: <ul style="list-style-type: none"> <li>• to listen to the others and oneself</li> <li>• to identify oneself with a culture</li> </ul>	Each participant receives a sheet where he has to write and answer to this plan: "Remember an episode or a situation of your life linked to a peculiar dish or food. Write down about the symbolic meaning (familiar, social, cultural, religious) and the emotion it awoke in you
<b>Fifth</b>	Group discussion	Participants answered to a simple question: "What typical menu is usually prepared on Sunday?"
<b>Sixth</b>	Questionnaire with open answers	Participants answered to a simple question: According to you, what is the typical food of the following countries?
<b>Seventh</b>	Convivial meeting in a pizzeria	We usually spend a convivial meeting together as a means to seal the end of an activity, to toast and to celebrate a successful achievement





**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

Workshop	Results
<b>First</b>	At the end of the activity, a net is formed linking the whole group; it represents the group union and its synergy
<b>Second</b>	<ul style="list-style-type: none"> <li>• Young people between 10-30 years prefer fast food (hamburgers, sandwiches);</li> <li>• All the family's members meet themselves at lunch or at dinner: this is an important opportunity of staying together;</li> <li>• The most important difference between young and senior is that the former sometimes don't have breakfast in the morning or lunch.</li> </ul>
<b>Third</b>	<ul style="list-style-type: none"> <li>• Pizza, without any difference among sex and ages, is the favourite food;</li> <li>• Young people like vegetables, fruit or fish less than adults;</li> <li>• All group members, without any difference among ages, follow a well-balanced and healthy diet, according to the Mediterranean diet model.</li> </ul>
<b>Fourth</b>	Food as a means of affection and care: among the elder persons (30-60) the emotional memory is linked with their parents; as for the young (12-25), the grandparents transmit affection and care; the religious meaning is highlighted by a cross sign made on the dough for bread or other similar preparations, before leaven it; food as a bond with traditions (the bread baked in a wood stove, fried meatballs, sauce of minced meat...); food as a means of union, harmony, well-being and sharing
<b>Fifth</b>	After elaborating the results, the whole group agrees on two typical menus (one for winter and one for summer)
<b>Sixth</b>	The knowledge about European courses isn't complete
<b>Seventh</b>	During the meeting there was enthusiasm, interest, participation and integration among the different age groups

TYPICAL MENUS	Winter	Summer
<b>First Courses</b>	"Orecchiette" with meatballs	Pasta with tomato sauce, basil and cacioricotta cheese
<b>Second Courses</b>	Roasted lamb with potatoes	Grilled steak with salad
<b>Crudités</b>	Fennels, Chicory, Celery	"Cocomeri" (a local variety of cucumbers)
<b>Dried and Fresh Fruit</b>	Seasonal fruit, nuts and roast chestnut	Seasonal fruit
<b>Dessert</b>	"Focacce fracide"	Jam or ricotta cheese tart



## A recipe: “Foccacce fracide”



### INGREDIENTS

- 1 kg of short crust pastry
- 500 gr. of quince jam or grape one
- 100 gr. of kernels of walnut
- minced skin of orange or lemon
- cinnamon
- 1 tablespoon of sugar

### PREPARATION

- Put in a tureen the jam, the minced kernel of walnut, the skin of orange or lemon, some cinnamon and mix altogether.
- Divide the short crust pastry, already prepared, in some balls.
- Stretch, one at time, on a floured plan, with a rolling pin. Get from it a lot of disks of 8 cm of diameter.
- In the middle of every disk, put a tablespoon of jam's mixture.
- Close every disk getting half- made and make the edges adhere well.
- Put the “focacce fracide” in a greased and floured tin (or covered with waxed paper).
- Put the tin in the oven (200° C) for half an hour.

### ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.

All the activities, in view of the successful results in terms of knowledge and intergenerational group cohesion, can be adapted to other contexts where one deals with groups: parents associations, parish groups, sport groups, school groups. This method helps the members of a group to know each other, to socialize and form a single entity, especially when members come from different contexts.



Indeed, adults have been stimulated by youngsters to remember their early youth, while young people have enhanced their knowledge and they have been lead to discover their roots.

Everyone felt free to express one's emotions, one's feelings in a welcoming atmosphere, without fear of prejudices or criticisms.



## LUXEMBURG

CLUB SENIOR  
NORDSDAD



### DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

The local IG Groups are composed by **5 Seniors from Club Senior Nordstad** with an age between 62 and 79 years and **6 Students from Centre National de Formation Professionnelle Continue CNFPC** with an age of 16 and 17 years. The choice of participants was taken by teachers of the school CNFPC. The senior participants make an inscription for taking part in the project after a presentation of the project in the regional activity program of the Club Senior.

### OBJECTIVES OF THE IG WORKSHOPS

Our general objectives for the workshops are to come in contact with another generation. The student could learn how to present themselves and they could make first experiences to be open to new persons. All participants should make an exchange about the eating habits from other persons and other generations, but also learn something about eating habits in different cultures, traditional dishes, family traditions, preparing methods and about likes and dislikes from different age groups

### METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

#### INTRODUCING INTERVIEW

The students prepared a little interview with their educator at school.

Each student interviewed an adult. After the interview the roles were changed and the adults interviewed the young people.

The questions were very general: Name, Age, Place of living, Profession, Family, Hobby, Rhythm of the day, and Experiences with young/adults.



#### TASTING THINGS THAT THE YOUNG PEOPLE LIKE

The adults had to taste different things – blind!

The students prepared:

- Chicken Nuggets, Red Bull

#### INTRODUCING GAME ABOUT LIKES AND DISLIKES

The educator of the CNFPC prepared 3 questions with 3 possibilities to answer. For the answers she prepared some pictures as a symbol. Those symbols were put at different places



in the room. The young and the adults had to move to the picture that was a symbol for the answer they want give.

### WHAT IS IT AND TO WHOM DOES IT CONCERN?

The adults brought some things that belong to themselves in relation to our Theme “Eating Habits” to the meeting. They put the things at the middle of the table before the young people arrived.

Different things like special food, special farina, kitchen equipment’s and books.

The young people had to look these things. They had to find out what it is or for what work it is needed and who the owner of the thing was.

### COOKING TOGETHER

#### Anni and Tatjana prepared a typical Luxembourgish dish

##### Stärzelen

- 1 l. water
- 300-400 gr. Special farina “Welkuermehl”
- Salt
- ½ l. milk or cream
- 50-60 gr. Bacon



#### Christianne and Samantha prepared a:

##### FANTA-CAKE

- 4 eggs
- 2 cups sugar
- 3 cups farina
- 1 pack vanilla sugar
- 1 cup oil
- 1 cap FANTA
- 1 pack backing powder
- Decoration with gummy bears



#### Marie-Theresa and Ana prepared:

##### Gromperekichelcher

- 1 kg. potatoes
- 2 eggs
- 1 spoon farina or Quaker outs
- 2 onions
- Parsley
- Salt
- Pepper
- Oil





**Victor and Mikael prepared:**

**Burned cream**

- 8-10 eggs
- 200 gr sugar
- 1 vanilla bean
- ½ l. milk
- ½ l. cream
- Brown sugar to burn the cream



**Bernadette and Laurie prepared:**

**Snacks for the aperitif**

- Cheese cubes and Grapes were picked on a Grapefruit



After the cooking we took place at a nice table and had a common meal together, Every Team explained what they prepared, everybody told little history's from the private life. There was a good exchange between young and old people. Some of them wanted to try the receipt at home, too.

**OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS**

- Visiting a Museum where traditional kitchen work and kitchen instruments from the past are collected and demonstrated.
- Cooking a typical local menu.
- Collecting dishes from Partnership countries.
- Talking about eating habits in: Belgium, Italy, Spain, Turkey, Poland and Portugal.
- Our students with Portuguese roots could show us the traditional meals in their families.
- Visiting a home for senior people and analyzing the important needs of elderly people concerning food.

**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

After the first 2 workshops we recognized a good contact between young and senior people. During the meetings there were no prejudices a respectful behavior on both sides. We recognized a big interest on both sides on the life and problems from the other generation. We could share traditions and culture (3 of 5 students had migration background).

By a questionnaire after the second Workshop we wanted to compare the eating habits between younger and elderly people. We found out that there are big differences in knowledge of different



dishes and preparing methods. In this question the life experience of the elderly people was an advantage. The knowledge in eating habits of the younger generation depends on what they learn home or in school.

Another difference was the aspect of time for a meal. The young people don't spent much time for eating. They have to wake up very early to go to school. The lunch is in school or fast food on the way home. The elderly people often have to eat alone.

The result of comparing the emotional importance of eating habits between young and senior people is surprising the same. For both generations it was important to come together with friends and family members. Being together while eating. Eating as a social event.

Emotions of trust, not to be alone, to be accepted, communication with family and friends and more are important for both generations.

**ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.**

All the workshops, games and activities could be organized in other institutions or countries. Different things, demonstration objects or pictures have be to be adapted.





## POLAND

FUNDACJA  
POMOCY NIEWIDOMYM

## DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

We organised two local IG groups for Type 1: mixed age group (both young and older people living in two Polish cities: Krakow and Lublin).

	Krakow	Lublin
<b>Description</b>	Krakow is the second largest and one of the oldest cities in Poland. Situated by the Vistula River (Polish: Wisla) in the south of Poland, it is one of Poland's most important economic centres, and the economic hub of this region.	Lublin is the ninth largest city in Poland. The Lublin region has the lowest per capita income (GDP) in the European Union. Located in South-East Poland, the region has benefited less from the economic transformation after 1989 than other regions of Poland located closer to Western Europe.
<b>Age and gender ratio</b>	10 respondents: 17-25 years' old (6 women and 4 men)	6 respondents: 17-25 years' old (4 women and 2 men)
	5 respondents: 26-40 years' old (3 women and 2 men)	-
	5 respondents: 41-60 years' old (4 women and 1 men)	7 respondents: 41-70 years' old (7 women)
<b>Profile of the listeners</b>	Students, teachers and parents	

## OBJECTIVES OF THE IG WORKSHOPS

The workshops aimed to compare various eating habits dependent on age and location of the participants living in Krakow or Lublin. The emphasis was put on the questions concerning eating times of the listeners as well as on their participation in the preparation of traditional meals together with their family. The participants were also asked about their knowledge of tradition and family recipes. The participants listed a variety of typical meals consumed every day and during holidays.

Moreover, the meeting also aimed to enable participants to get familiar with meals typical for other European countries and to exchange experience with others.

We prepared one questionnaire on eating habits and one short test on individual and age-dependent eating habits.

The questionnaire was filled in by both groups; however the test was completed only by the group from Lublin.



**METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES**



The workshops were conducted in December 2011 in two schools for visually impaired children, located in Krakow and in Lublin. They focused on the lifestyles of different age groups.

The participants completed questionnaires and tests prepared beforehand and discussed their eating habits by comparing them to those of their interlocutors.

The organizers gave a presentation and a lecture on healthy nutrition and various diets and thoroughly described the construction of the Healthy Eating Pyramid. It was very successful and resulted in a lively debate.

A detailed analysis of the respondents' answers was conducted after the workshops and conclusive statements were also drawn.



**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

The material taught during the workshops and particular lifestyles studied by the listeners.

The listeners were taught particular lifestyles of people from different age groups. They filled in a questionnaire and a test.

Participation in the workshops helped the listeners to:

- **Gain the knowledge about various eating habits**

The choice of meals is dependent on the age and location of the respondents. It should be observed that part of the group interviewed were pupils living in dormitories during week time and therefore they dining with their families only during weekends.

Our workshops helped us realize that the participants did not possess a complete knowledge concerning examples of meals typical for other European countries. Their knowledge was based mainly on stereotypes. The presentations prepared contain a more detailed data concerning this problem.

A typical Polish Christmas dinner



A typical Polish Friday lunch/dinner





• **Improve their mutual relationship (young and older generation):**

The older generation informed young people about bad eating habits and illnesses related to them. The contact between the participants was very good. Everyone was eager to share their knowledge and experiences.

Younger participants realized that the knowledge obtained from the older generation is important especially during the preparation and eating meals together (e.g. during holidays). They do not rely on the knowledge and experience of their family exclusively, but sometimes use the information obtained from their older friends, the books or even some suggestions found on the Internet.

Unfortunately, we observe a decreasing importance of tradition, especially among young Poles. This could be caused by the society’s will to improve their living standards after Poland has accessed the EU in 2004. We work all day long and often attend school or some courses during weekends and therefore do not have enough time to prepare traditional meals. This has a negative impact on our tradition. As a result we eat alone in a rush, or more often together with friends or acquaintances than with our family. We do not pay attention to the quality of the food we eat and are eager to eat microwave or frozen foods. We also do not check the nutritional value of the food, which may result in obesity.

The results of the test conducted among 13 participants from Lublin reflect the above stated conclusion.

Positive habits	Negative habits
Ten respondents eat breakfast each day in the morning	ONLY five of the surveyed consume meals regularly
Eleven respondents maintain and control their right body weight	ONLY two respondents eat brown bread or bran, cereals or muesli on a daily basis
Twelve respondents attempt to reduce the amount of fats in their diets	ONLY three respondents drink milk or kefir, or eat cottage cheese every day
Eleven respondents like to eat salads	ONLY five respondents were on diet before
Eleven respondents reduce the intake of table salt	ONLY four respondents pay attention to the caloric value of products when purchasing them

**SUMMARY – OUR RESULTS**

- Increasing awareness of learners and staff of the existence of intergenerational issues,
- Improving relationships between age groups,
- Increasing the knowledge about our lifestyles in each generation,
- Breaking the barriers of stereotyped perceptions related to age,
- Communicating and exchanging the outcomes and good practices.



**ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.**

Information concerning the manner in which the workshop activity could be used by other partners.

Due to the fact that part of the respondents was visually impaired, answering the questionnaires was possible thanks to the help of third parties. Additional, potentially helpful material was also made available for this group.

The content of the questionnaires was understandable for everyone.



**PORTUGAL****DON SANCHO I  
SECONDARY SCHOOL****DEFINITION AND CHARACTERISTICS OF THE IG GROUPS**

The age range	Women	Men	Total
18-29 years' old	9	4	13
30-39 years' old	7	1	8
40-49 years' old	6	0	6
50-59 years' old	3	0	3
<b>Total</b>	<b>25</b>	<b>5</b>	<b>30</b>

**OBJECTIVES OF THE IG WORKSHOPS****1<sup>ST</sup> WORKSHOP – FILMEND INTERVIEWS CONTEST**

- Raising awareness to the evolution of eating habits through time in Portugal. What Portuguese people have lost or gained in the process.
- Choosing the best product; communicate the result of the choice.

**2<sup>ND</sup> WORKSHOP – PRODUCING FLASH CARDS**

- Learning about typical dishes from different countries in a playful way. Fighting pre-conceived ideas about other countries.

**3<sup>RD</sup> WORKSHOP – EATING HABITS IN THE COUNTRIES OF PROJECT PARTNERS**

- Becoming aware of the existence of differences between countries in what eating habits are concerned. Inducing tolerance towards diversity. Exchanging ideas and registering consensus.

**4<sup>TH</sup> WORKSHOP – SURVEY ON EATING HABITS**

- Becoming aware of the existence of different eating habits among people from different generations. Stimulating respect for diversity. Understanding it's under laying reasons.

**5<sup>TH</sup> WORKSHOP – A TYPICAL SUNDAY FAMILY MENU**

- Exchanging ideas and discussing viewpoints among different generations regarding the theme of traditional Sunday lunches in Portugal.
- Studying some aspects of the eating habits of young and old generations. Trying to assess their most significant dissociations.



## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

### 1<sup>ST</sup> WORKSHOP – FILMEND INTERVIEWS CONTEST

- Preparation of a school competition: producing a videoed interview about the eating habits of senior people when they were the same age as our youngest students.
- A film made at school by two students depicting an interview to some school assistants around 50 and 60 years of age was selected by the jury of the competition as the best product. The choice was reported through school channels.



Christmas gastronomic traditions at school

### 2<sup>ND</sup> WORKSHOP – PRODUCING FLASH CARDS

- A group of students was invited to produce flash cards, some with the flags of each partner country and others with national dishes from the partner countries to be used in cards games (memory and association games).

Students prepare flash cards



### 3<sup>RD</sup> WORKSHOP – EATING HABITS IN THE COUNTRIES OF PROJECT PARTNERS

- A working group was divided in smaller groups and in each of these the learners were invited to express their ideas about the eating habits of one of the countries in the project. The most representative ideas were gathered and registered.



Staff and students search for data



#### 4<sup>TH</sup> WORKSHOP – SURVEY ON EATING HABITS

- A survey on eating habits was prepared and its results analyzed and shown in graphs.

Students prepare report



#### 5<sup>TH</sup> WORKSHOP – A TYPICAL SUNDAY FAMILY MENU

- A group of students devised the normal Sunday menu of a typical Portuguese family. The students inquired several people from their families belonging to various age groups.
- The results were studied and a single menu was created by the students.



Staff and students prepare typical desserts

### RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.

#### THE YOUNGER LEARNERS BECAME AWARE THAT:

- Much has changed in Portugal in 5 or 6 decades in what eating habits are concerned. The kind of food people ate in the past depended on how society was organized and was adjusted to the type of work they performed.
- Food was essentially prepared by women and traditions were passed from one generation to another through women also.
- Almost everything people ate and drank was produced at home with natural and simple methods.

#### THE OLDER LEARNERS BECAME AWARE THAT:

- Young people, although always tempted by fast food, enjoy traditional food and respect those who prepare and teach others to prepare it. They also like to eat with the family.
- Older learners enjoyed sharing their experiences with younger learners.



### ALL THE LEARNERS BECAME AWARE THAT:

- There are some important differences in the eating habits of European countries, even when they are very close geographically.
- Those differences depend on the climate and culture of each country.
- Portuguese people, young or old are almost unanimous when asked to choose the typical Sunday family lunch – most chose identical options.

### ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.

#### WITHIN THE PARTNERSHIP

- The interview can be viewed by the partners' working groups in work sessions where different eating habits are compared. They will become aware of how the Portuguese ate in the past.
- Partners can try the cards games with their working groups.
- The typical Sunday menu can be compared with typical menus from other partners in order to create a European Sunday menu.
- Work groups from different countries may compare the preferred Sunday menus of each country and find reasons for their similarities/differences.
- The working groups can analyze the accuracy of the Portuguese learners' idea about their eating habits.
- The survey may be used in working sessions and its results compared with the results of the partners in similar surveys.

#### OUTSIDE THE PARTNERSHIP

- The interview will be watched by the younger groups of students, who will discuss the reasons for the changes in eating habits through time.
- Flash cards: they can be used in memory or association games by other teachers at school while dealing with the theme of multiculturalism or stereotypes, for example.
- The typical Sunday menu will be used as basis for "At the restaurant" dialogues through role-playing in English lessons.
- The typical dishes of each partner country may be used in exercises of comparison and when dealing with *Adverbs of Frequency* and *Present Simple* in English lessons.
- The survey may be used as a starting point or its results as background information in workshops in the areas of Civics and English when the theme of health and well-being are studied at evening classes.





**SPAIN**

**PERMANENT UNIVERSITY  
OF THE UNIVERSITY OF ALICANTE**



**DEFINITION AND CHARACTERISTICS OF THE IG GROUPS**

The group is composed of 20 respondents: 14 women and 6 men.

AGE RANGES	Women	Men	Total
18 – 30 years' old	10	3	13
Over 50 years' old	4	3	7
<b>Total</b>	<b>14</b>	<b>6</b>	<b>20</b>



**OBJECTIVES OF THE IG WORKSHOPS**

**1<sup>ST</sup> WORKSHOP – OVER 50 YEARS' OLD WORK GROUP MEETING**

- Learning how to present themselves and to listen respectful to others.
- Preparing the milestones for the questionnaire on eating habits.

**2<sup>ND</sup> WORKSHOP – UNDER 30 YEARS' OLD WORK GROUP MEETING**

- Learning how to present themselves and to listen respectful to others.
- Preparing the draft for the questionnaire on eating habits.

**3<sup>RD</sup> WORKSHOP – INTERGENERATIONAL MEETING**

- Analyzing the questionnaire data and results.
- Debate on eating habits and traditional dishes among the different generations.
- Awareness of the existence of differences in the countries participants on eating habits.



#### 4<sup>TH</sup> WORKSHOP – GASTRONOMIC WORKSHOPS

- Exchanging ideas and discussing from the different generations point of view about the typical menu in the region.
- Learning how to prepare a recipe and a typical menu.

#### 5<sup>TH</sup> WORKSHOP – MATERIAL DEVELOPMENT

- Obtaining conclusions between generations about eating habits once the results of the questionnaire are obtained.
- Preparing the videos, recipes and report.

### METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

#### 1<sup>ST</sup> WORKSHOP – OVER 50 YEARS' OLD WORK GROUP MEETING



The first contact with the group was with seniors in order to establish the group and to introduce participants to the intergenerational activity.

They were inform about the basics of the project and started to prepare the milestones of the questionnaire on eating habits.

#### 2<sup>ND</sup> WORKSHOP – UNDER 30 YEARS' OLD WORK GROUP MEETING

The second workshop was a meeting with the young participants. The development of the survey on eating habits designed by seniors continued in order to obtain the required data for the project about gastronomic traditions, typical recipes, meal times, etc... (17 questions).

#### 3<sup>RD</sup> WORKSHOP – INTERGENERATIONAL MEETING



It was the first time that both groups met together. They debate with moderator about the prior results of the survey (to support the results and define interesting themes). They also discuss about the traditional dishes among the different generations and became aware of the existence of differences between participant countries in what eating habits are concerned.



#### 4<sup>TH</sup> WORKSHOP – GASTRONOMIC WORKSHOPS

The next step was the organization of 3 different gastronomic workshops:

- **Festive breakfast** – Participants learned about the preparation of a typical breakfast on a festive day. They bought ingredients and organized it.
- **Intergenerational lunch** – Members of the group shared a menu designed by them that consisted in the typical menu in the regions. They exchanged ideas and discussed from the different generations point of view.
- **Gastronomic Practices Workshop in the Higher Catering School from the Tourist Development Centre** – Seniors and youngsters could learn how to prepare the most famous Spanish recipes, such as *gazpacho* or Spanish omelette and also could learn a good distribution of dishes to organize a typical menu. The professionals working in the Tourist Center helped us to learn a little bit about the gastronomic field.



#### 5<sup>TH</sup> WORKSHOP – MATERIAL DEVELOPMENT

Once the results were obtained the group met in order to produce:

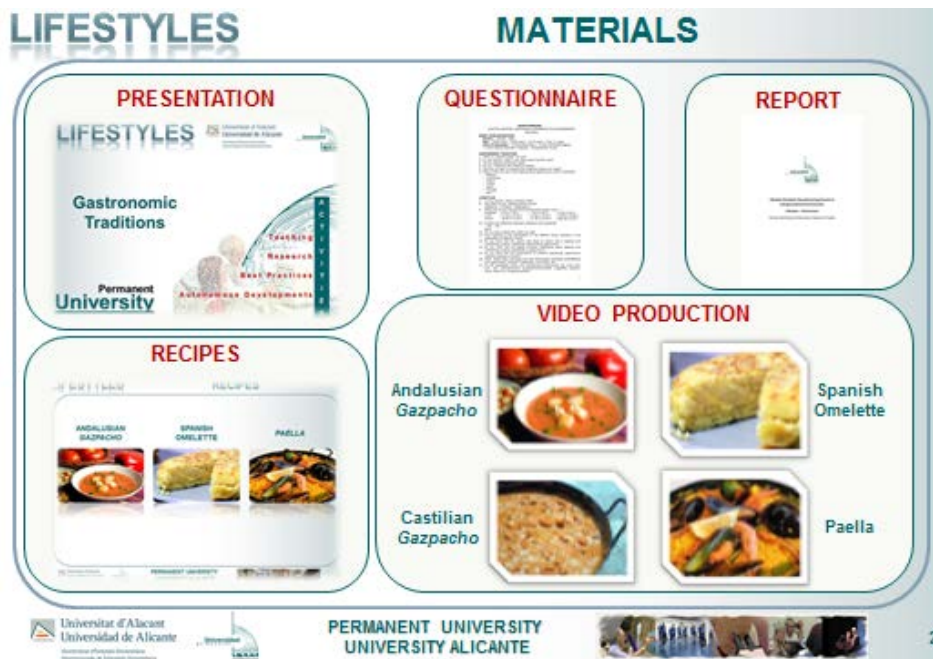
- Presentation
- Videos
- Questionnaire report
- Recipes

#### RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.

- It is observed that the importance of the gastronomic traditions of the group (menus, celebrations and habits) are frequently shared. This is an indicative that young people/workers, which have limited time to cook, usually break these family traditions and use easier recipes in their everyday lives.
- However, young people are interested in knowing the habits and, in a very high percentage, they enjoy cooking and learning culinary traditions.
- In every life, the participation in cooking is mostly made by women and it nearly always concerns the head of the family (mother-grandmother)
- We know that our meal times are different from the European ones, influenced by the climate and the midday break.
- Our most important meal is lunch. Meanwhile, in many European countries the most important one is dinner.



- New technologies have an important role in gastronomic traditions because they save preparing time and they make everyday life easier.
- It is surprising that a large number of respondents farm part of the products which they consume.



## ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.

All the activities organized could be adapted to other intergenerational groups.

The questionnaire could be used as milestones for dialogue between generations. However, they should be adapted to the different countries in order to take into account local and cultural eating habits.

The typical dishes proposals and menus could be used to contrast gastronomic traditions.



## TURKEY

### BEYPAZARI KIZ TEKNİK VE MESLEK LİSESİ



## DEFINITION AND CHARACTERISTICS OF THE IG GROUPS

Our learning group consists of 14 women. The average age of the group is 38. There are 3 girls below the age of 20, there are 6 women between 20 - 40 ages and there are 7 women whose ages are 40 and over the age of 40. Three of them are retired women, three of them are students, the rest eight of them are housewives.

Marital status: nine of them are married and five of them are single.

## OBJECTIVES OF THE IG WORKSHOPS

### WHAT HAVE WE DONE?

#### 1. Questionnaire

- In order to get information about eating and drinking habits in our region, we have prepared a questionnaire which has got 58 questions. Then we applied it to 100 people in different age groups. (25 of them are between 15-20 ages, 25 of them are between 25-30 ages, 25 of them are between 30-40 ages, the rest 25 people are below the age of 40). The questionnaire prepared was copied as a form sheet and it was also published on the web site of our school for those who want to fill it in on the net.
- Then we analysed the answers of the participants according to their age.
- As the result of this analysis, in order to express the eating habits of our groups, we tried to make the results clearer with diagrams.
- While the results we gained generally met our expectations, they also surprised us from time to time.

#### 2. Adult Education Course

- First of all, we decided to start a meal course with participation of different age groups of learners, concerning adult education studies, in order to be able to examine the eating habits is changing day by day and observe closer how different age groups learn together and from each other.
- After we have chosen the participants, we defined their expectations and we prepared a course plan.

## EXPECTATIONS OF LEARNERS



### Young Learners

- Meals that can be prepared for a few guests.
- Today's popular meals.
- Meals that can be prepared quickly.
- Pastries
- Salads
- Visual meals.

### Old Learners

- Meals that can be prepared for more guests.
- Traditional meals.
- Meals that requires effort.
- Pastries
- Salads
- Meat meals

## METHODOLOGY AND DESCRIPTION OF THE WORKSHOP ACTIVITIES

We used different workshops, different works according to the expectations of learners. Examples of our works are as the following:

### Tartölet

- Young learners used different patterns and developed different techniques while making Tartölet.
- But senior learners preferred to use familiar methods instead of different ones. At the end of the decoration work, the opinion of using jam, chocolate and marmalade of older learners to decorate the pastries was adopted by younger learners.



### Rolling Dough Techniques



- Young learners have learned rolling dough techniques from senior learners such as being able to roll bigger and thinner dough.



### Çiğ Köfte

- Çiğ köfte which is prepared with raw meat, wheat and varied spices is a very important meal of Turkish cuisine. The wheat is moulded until it is softened. And then it is shaped according to the desire of its cook.



### Salad Work

- For the last days of course, we have arranged an 'optional salad work' activity. With this activity, everybody chose her own material and used her own creativity to make the best salad. The products appeared are very important for us to see how the course, which lasted for 12 weeks, effects the learners.
- At the end of the all these works we have arranged competitions between young and old learners. The learners have made group works during the course.





**RESULTS OBTAINED FROM THE VARIOUS WORKSHOPS AND ACTIVITIES IN TERMS OF LEARNING / TEACHING PEDAGOGY AND IG EXPERIMENTS.**

**FOR LEARNERS**

In addition to learning different meals from course teacher according to suitable procedures,

- Youngsters have learned to work with patience from older participants.
- Older people have learned to work more practical and to use technology from youngsters.
- Youngsters have learned the facts of adding tastes to meals from olders.
- While the course was going on, learners have learned to work harmoniously with each other.
- Older members have learned the importance of appearance in presenting the meals from youngsters.
- Youngsters have learned to be able to cook more economically from olders.
- Youngsters have learned that there could be something they can learn from olders.
- And in the end, all of the learners have learned the most important meal is the one cooked with 'love'.



**FOR STUFF**

We have learned:

- Difficulties and pleasure of working with different age groups,
- How the nutrition habits change in time,
- The factors that effect people's cooking habits,
- And there are lots of things that every person has something to learn from each other.

**ASSESSMENT OF THE DEGREE OF ADAPTABILITY OF THE ACTIVITIES TO DIFFERENT INSTITUTIONAL AND ORGANISATIONAL CONTEXTS.**

In our course we used:

- |                       |                   |                              |
|-----------------------|-------------------|------------------------------|
| • Demonstration       | • Problem solving | • Cooperational education    |
| • Project Works       | • Narration       | • Teaching through invention |
| • Question and answer | • Group work      | • Individual work            |

Our partners can use these methods. They can prepare questionnaires and start educational courses.