

Lifestyles Revisited
Educational Experiments in IG Environments



Zebra Formations / Belgium

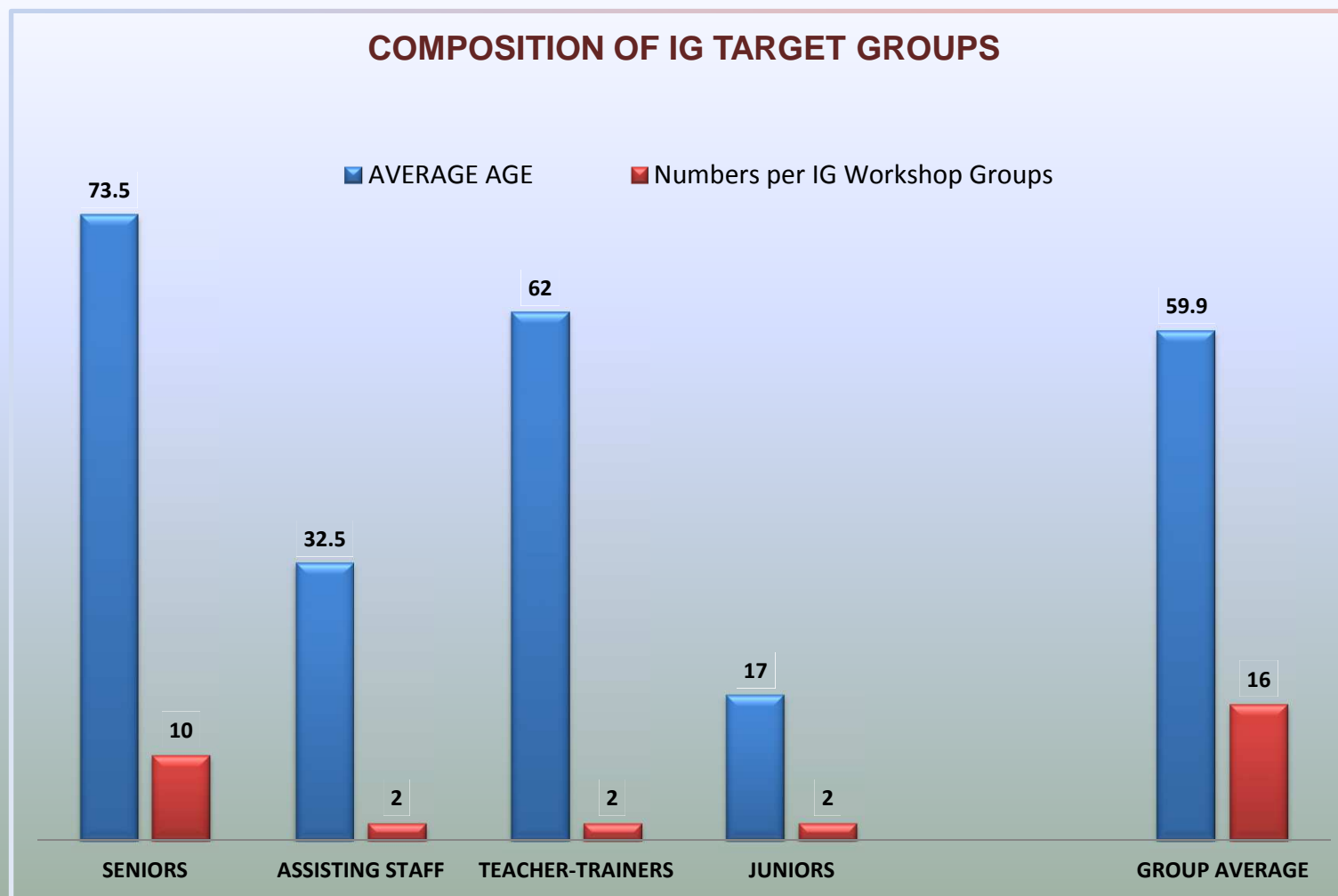
Partnership Meeting at Club Senior Nordstad, Ettelbruck, Luxemburg

09 - 10 January 2012

Lifestyle Variable 1 —————> **EATING HABITS**



(1) Definition and characteristics of the IG Groups





(1) Definition and characteristics of the IG Groups

The **SENIOR groups** and **ASSISTING STAFF** belong to 2 out of 3 residential homes. However the persons who participate are not always the same.

The **JUNIORS** are students from Hannut that belong to 2 classes in their final years.

They are selected in cooperation with their **Education Agent** 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% of girls.





(2) Objectives of the IG workshops

Allow participants:

- to express and describe their eating habits and tastes and their evolution
- to learn about each other's points of view concerning food
- to discover other lifestyles and eating habits linked to age but also in relation to other cultures in Europe.



(3) Methodology and description of the workshop activities

Sitting in a circle around a table the 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.



(3) Methodology and description of the workshop activities





WORKSHOP I

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.



WORKSHOP II

The participants work in IG pairs: each person composes his or her **favourite menu**. Persons then exchange their written productions, compare and discuss 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.





WORKSHOP III

A questionnaire survey on **eating habits** is presented to each person to 2 generational age groups: seniors (S) and Juniors (J). The average age for S is 73,5 with approximately 80% women. The average age for J is 17,5 with approximately 75% girls.

QUESTIONNAIRE : HABITUDES ALIMENTAIRES

- 1/ Combien de repas par jour prenez-vous ? _____
- 2/ Dînez-vous tous les soirs à heure fixe ? OUI NON
- 3/ A la fin du repas mangez-vous
- du fromage OUI NON
 - un fruit OUI NON
 - autre (précisez : _____) OUI NON
- 4/ Mangez-vous des plats exotiques ? (mettre une X dans les cases appropriées)

	JAMAIS	PARFOIS	SOUVENT
Paella espagnole			
Pizzas italiennes			
Kebab turques			

- 5/ Observez-vous des coutumes alimentaires religieuses ?
- Poisson le vendredi OUI NON
 - Crêpes à la chandeleur OUI NON
 - Agneau à Pâques OUI NON
 - Bûche à Noël OUI NON
- 6/ Dans votre famille :
- doit-on observer une coutume religieuse lors de certains repas ? OUI NON
- Si oui, laquelle ? _____
- peut-on parler à table pendant les repas ? OUI NON
- 7/ Vos goûts alimentaires sont-ils les mêmes que ceux de vos parents ? OUI NON
- de vos grand enfants ? OUI NON

NB : ce questionnaire est **anonyme**. Cependant, pourriez-vous donner les informations suivantes :

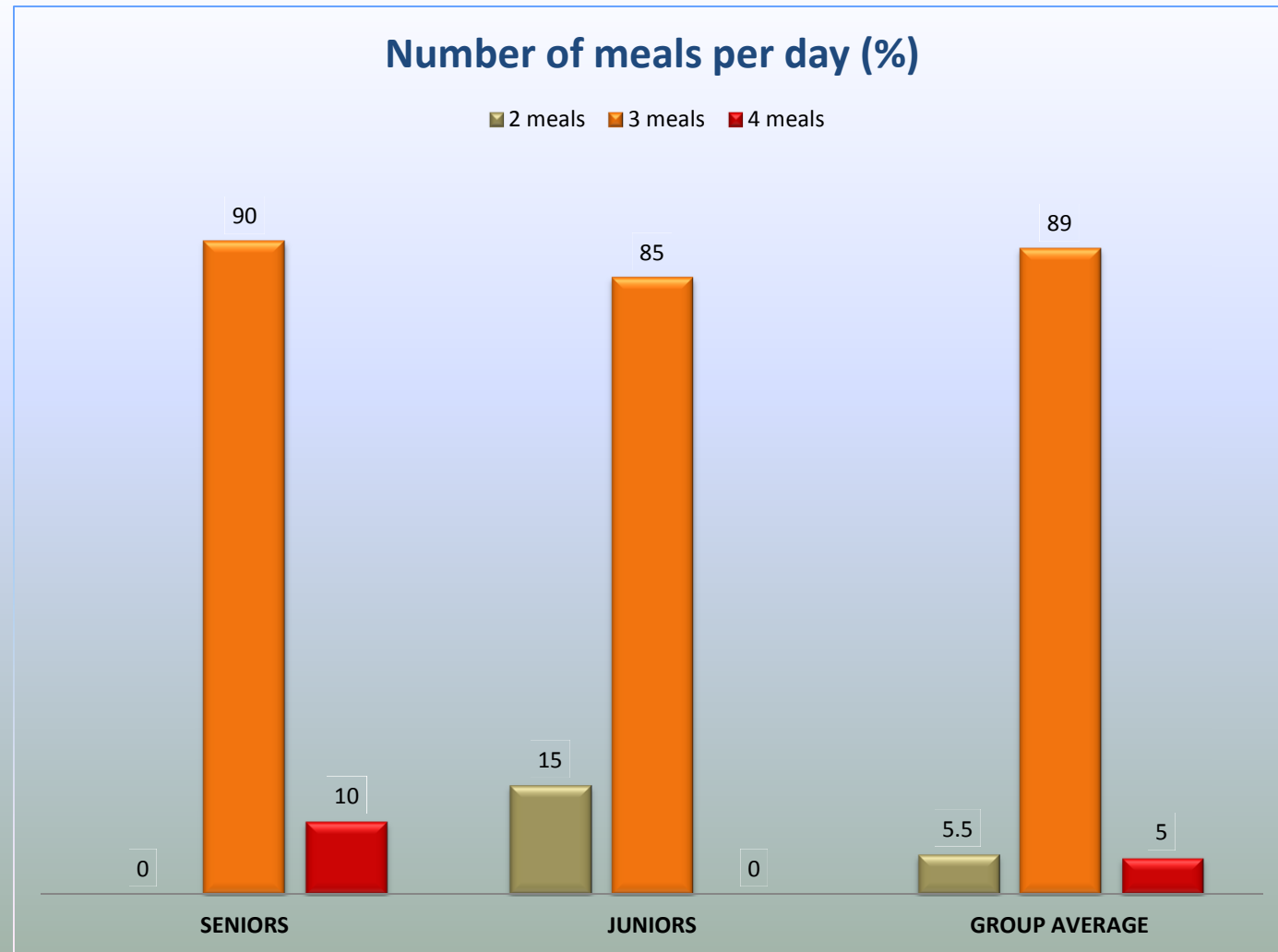
AGE _____

SEXE _____



WORKSHOP III

Juniors have slightly less meals per day than Seniors

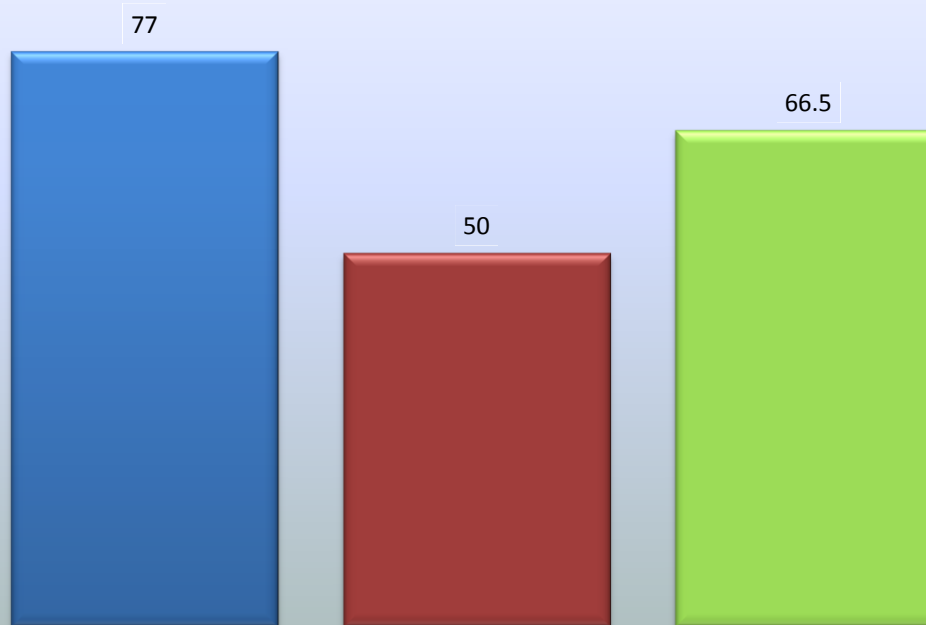




WORKSHOP III

Evening dinner at a fixed time (%)

■ SENIORS ■ JUNIORS ■ GROUP AVERAGE



Seniors have their evening meal at a fixed time more often than Juniors

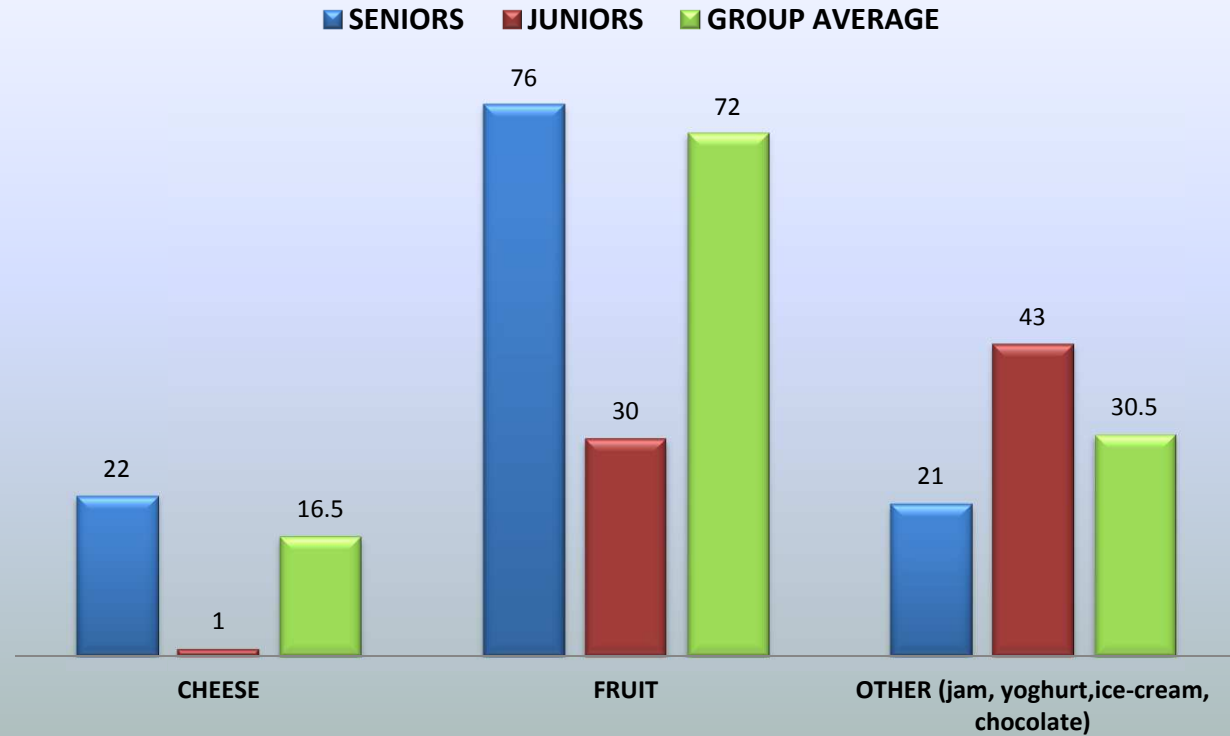
% of respondents in each age group



WORKSHOP III

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.

End of meal food (%)



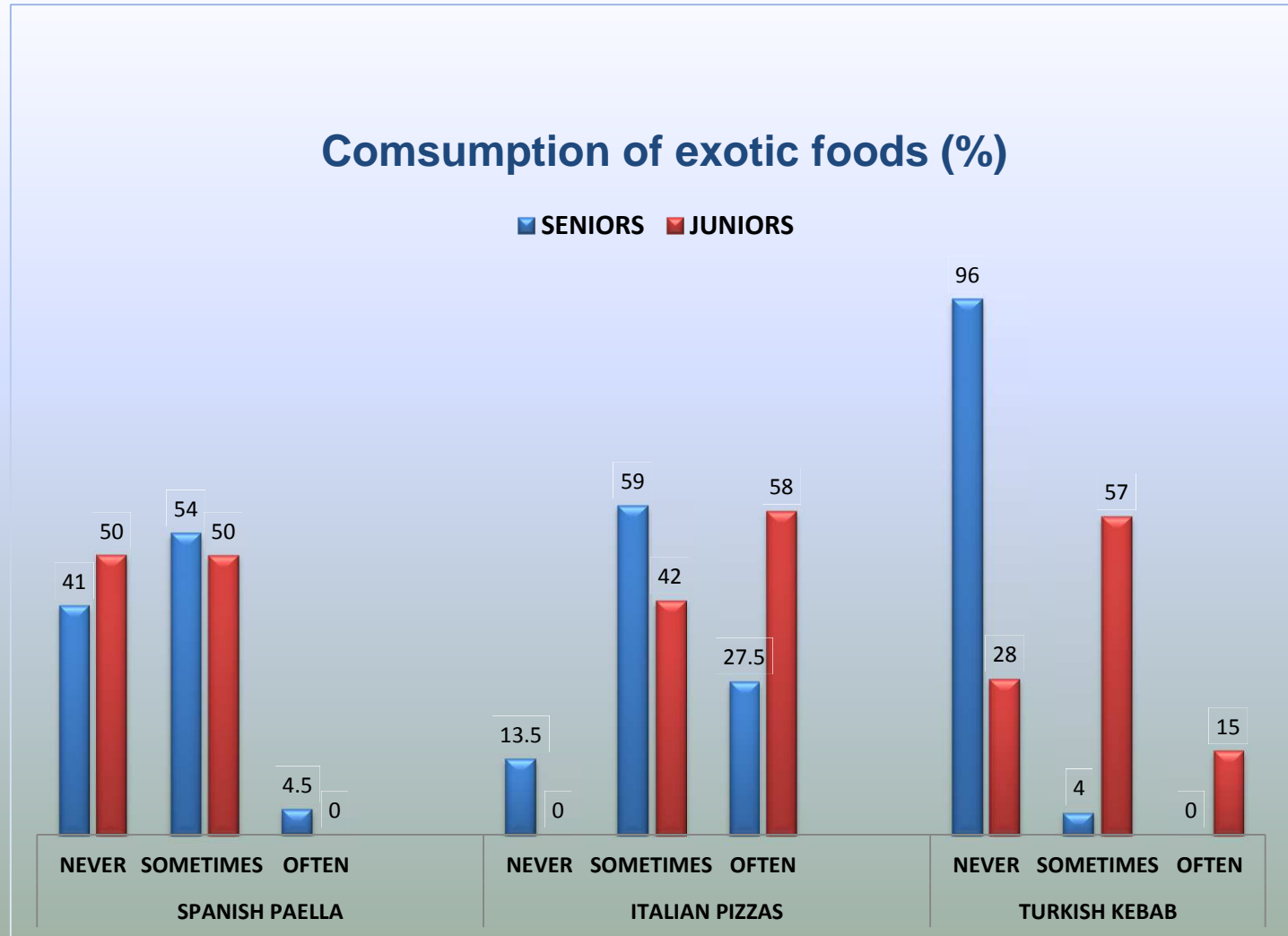


WORKSHOP III

With the exception of the Spanish paella (less popular with Juniors) Seniors eat exotic foods (pizzas and kebabs) less often than Juniors.

Consumption of exotic foods (%)

■ SENIORS ■ JUNIORS



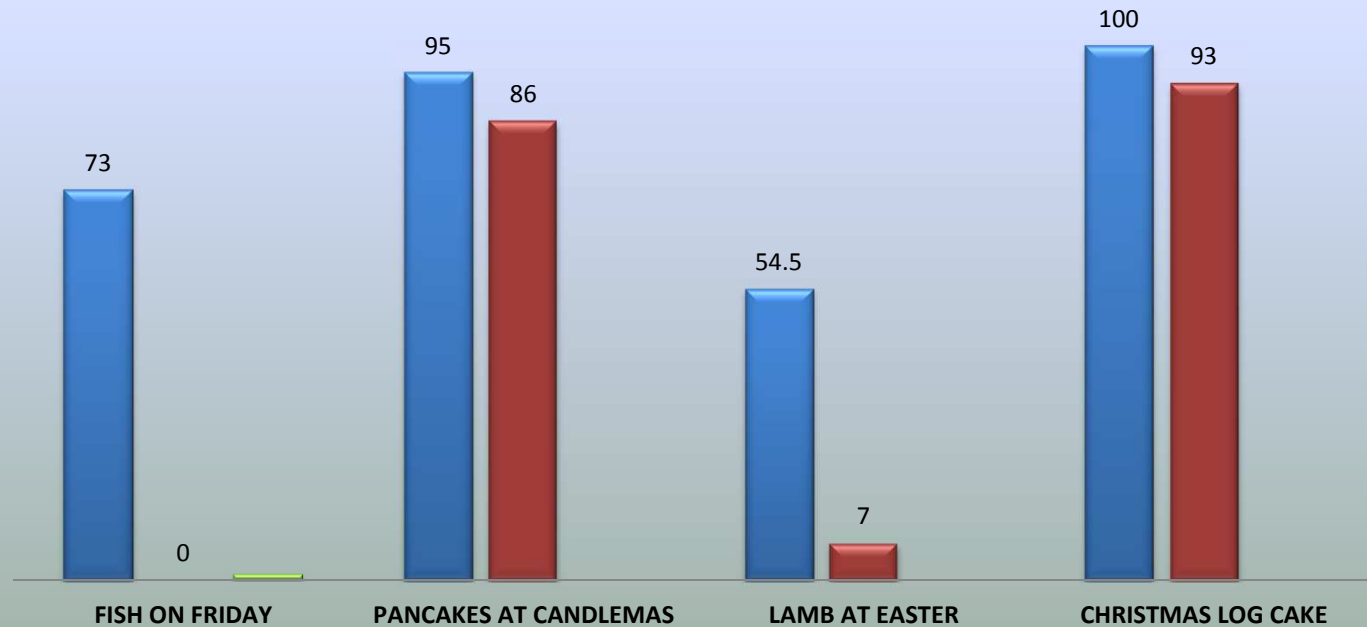


WORKSHOP III

Religion related eating habits (%)

■ SENIORS ■ JUNIORS

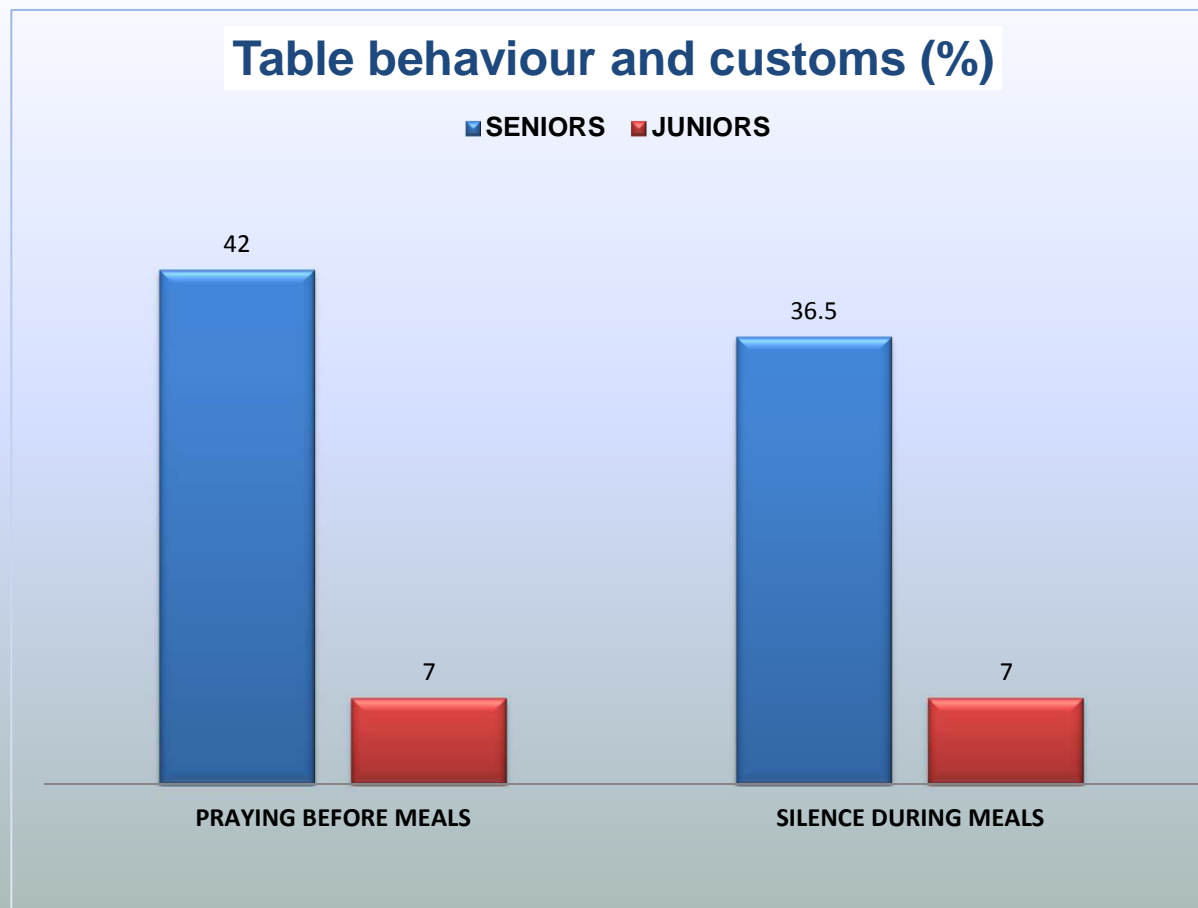
Seniors observe religious eating customs more than Juniors. Pancakes and Christmas log cake are very popular with both age groups.





WORKSHOP III

Although the numbers are not very important Seniors observe or have observed table customs more frequently than Juniors.



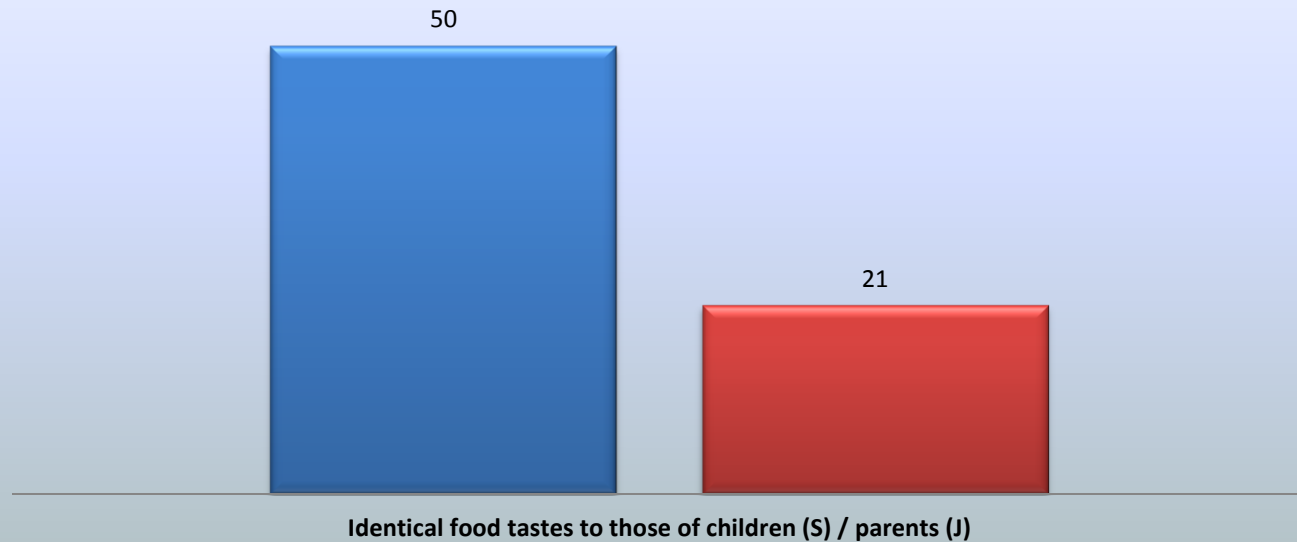


WORKSHOP III

Generational food tastes

■ SENIORS ■ JUNIORS

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.





WORKSHOP IV

This workshop introduced the **national and regional dimension**. Mixed IG groups had to decide which meal represents the national Belgian dish. There were interactive discussions between participants but there **was not a unanimous consensus** for any dish.

Three dishes came equal in first position



In second position





WORKSHOP V

This workshop focused on the **European dimension and the perception of other countries' eating habits.**

An open question was put all participants (mixed age groups):

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

Results:

ITALY:

Any pasta, pizzas, lasagnes, cannelloni, spaghetti, etc. but also cat Chianti wine and grappa

LUXEMBURG:

Schnitzel pané, game (wild boar, roe, deer) Schnapps, white wine

POLAND:

Stuffed cabbage, mushroom soup, potato pancakes, delicatessen, borsht Vodka

PORTUGAL:

fish soup, grilled sardines, cod and vegetables
Porto wine

SPAIN:

Paella, tortillas, tapas
Sangria

TURKEY:

Humus (chickpeas), kebab, börek, meat and egg bricks, tabbouleh, loukoums, pide

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.



WORKSHOP VI

This workshop concentrated on **special foods for special occasions** such as a wedding or other important family ceremonies.

The participants worked by IG pairs on the basis of **4 proposals for starters, soup, main dish and dessert.**

COMPOSEZ UN MENU DE MARIAGE

ENTREES

- Duo de saumon au basilic
- Feuilleté d'escargots sautés au vin doux
- Turban de crevettes à l'américaine
- Pâté de gibier en croûte et sa verdure

POTAGES

- Douceur du sous-bois
- Marmite du pêcheur
- Tasse du jardinier
- Velouté de tomates

PLAT PRINCIPAL

- Gigot d'agneau au romarin
Tomates provençales et pommes pont neuf
- Rôti de biche aux aïelles
Giroilles et croquettes
- Coq au vin de Bourgogne
Mousseline de carottes et de brocolis
- Cassolette de veau sauce Madère
Petits légumes et pommes duchesse

DESSERTS

- La gourmandise javanaise
- La ronde glacée
- Le péché misérable
- Les profiteroles caramélisées

a) salmon in basil sauce (34%)

b) tomato soup (55%)

c) veal cassolette in Madeira sauce with vegetables and duchess potatoes (45%)

e) ice-cream (56%)





WORKSHOP VII

This workshop concentrated on seasonal foods and learners' preferences. The mixed IG groups were asked:



“Do you take the season of the moment into account for choosing your meals? If so, please give some examples.”

The answer for both age groups was unanimously positive.

Being in Autumn the learners stressed the importance of comforting foods such as vegetable soups (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

1/ Finding expressions and proverbs in connexion with food. Then comparing interpretations in IG mixed age groups.

Pictures could 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)



OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

2/ 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





OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

3/ 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 fruits**

Marie trempe ton pain (popular children's nursery song)





OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

4/ 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 we spoke to, who prepare enormous quantities of hot meals for lunch each day, 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. If they are lucky they will get a hot meal in the evening at home.



(4) 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 they 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).



(4) Results obtained from the various workshops and activities in terms of learning / teaching pedagogy and IG experiments.

(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 to establish 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.



(5) Assessment of the degree of adaptability of the activities to different institutional and organizational contexts.

WORKSHOP I

The 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.

WORKSHOP II

One should take into account the local context and learners should be able to express their own individual choices.

WORKSHOP III

The questionnaire must be adapted to take into account the local and religious eating customs.

WORKSHOP IV

National dishes: no difficulty for adjusting.

WORKSHOP V

Foreign dishes: no difficulty for adjusting.

WORKSHOP VI

The learners must be able to understand the menu proposals.

WORKSHOP VII

One should take into account the seasonal regional eating habits to present alternatives.

WORKSHOP VIII

No difficulty for adjusting.

OTHER WORKSHOPS PROPOSED BY STAFF AND LEARNERS

1/ Expressions and proverbs: no difficulty for adapting.

2/ Personal impressions about paintings: no difficulty for adapting.

3/ Poems and songs about food: no difficulty for adapting.

4/ Interviews about daily food consumption in institutions and organisations: no difficulty for adapting.

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