

A Practical Guide to Healthnic Workshops



Healthnic

HEALTHY & ETHNIC DIET
— FOR INCLUSION —

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This learning material has been produced within the “HEALTHNIC: Healthy and Ethnic Diet for Inclusion” project financed by the European Commission.



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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

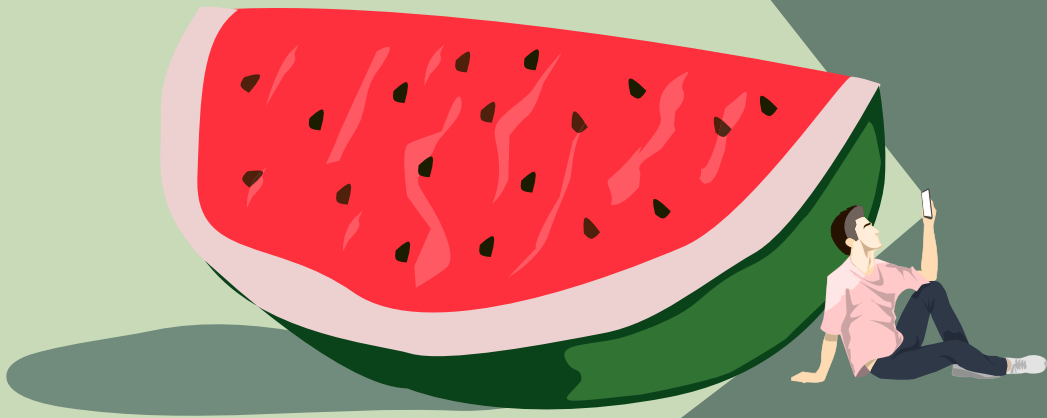
Project number: 2017-1-EL01-KA204-036253



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1 General introduction



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1. General Introduction

“HEALTHNIC - Healthy and ethnic diet for inclusion” is a two-year Erasmus+ co-funded project¹ that promotes healthy eating based on traditional food from different ethnic cuisines. The main target groups come from various backgrounds including refugees, immigrants and local long-term unemployed, who wish to develop their food and cooking skills and interact in a multinational and inter/multicultural environment.

The coordinator of the project is the Vardakeios School of Hermoupolis (Syros, Greece), and partner organisations are: Danmar Computers LLC (Rzeszów, Poland), Diciannove Società Cooperativa (Genoa, Italy), Institute of Technology Tralee (Tralee, Ireland) and Merseyside Refugee Support Network (Liverpool, UK).

This project idea was developed from the combined experience of all partners working with different groups, for example: immigrants, refugees/asylum seekers, travellers and local unemployed people in educational, wellbeing support or integration programmes. The results of this work revealed that the direct and active involvement of individuals with different cultural backgrounds in activities such as cooking/language learning/ICT opens up a route to empowerment and, through the sharing of experiences, this inspires inclusion and integration. Furthermore, using authentic recipes values the participants’ home culture which will have a positive effect on their identity.

The HEALTHNIC project will include:

- A Methodological Guide for the organisation of the HEALTHNIC workshop series;
- A practical Toolkit for implementation of the HEALTHNIC workshop series;
- Contextualized Digital stories produced by participants;
- A project Website and Educational e-platform that includes all the materials produced on the various activities;
- Multiplier events at local level to disseminate the outputs of the project.

[1]

funded by the European Commission, the Greek National Agency I.K.Y within the Erasmus+ Programme Cooperation for Innovation & the Exchange of Good Practices, Strategic Partnerships for adult education.



2

Theoretical



2

2. Theoretical Part

2.1 Philosophy

2.1.1 Context to HEALTHNIC

In the current social, economic and political times across Europe, there are many social-economic and welfare changes that have the greatest (negative) impact on the most vulnerable in the community – whether long term unemployed, immigrants, asylum seekers and refugees. These groups often experience the greatest level of disadvantage, lack of mobility, reliance on social welfare and low levels of well-being.²

It is well documented that levels of poor health are often higher in poor and disadvantaged communities, which is exacerbated by social isolation and exclusion. Hence, without addressing these issues, integration can be hindered.³

This project looks beyond labels, acknowledging the differences and similarities in people, or the things that disadvantage them. Instead, it recognizes people's skills, their resilience and their knowledge in order to build better relationships and stronger communities. It is about taking the best of what local people and newcomers bring to the table, using the medium and social interaction of cooking, sharing and eating well, to create something new to help us all in the future.

Specifically, this will be achieved through the practical and educational HEALTHNIC Workshop series where participants have the opportunity to:

Learn about nutrition, healthy eating, food preparation, budgeting and cooking
Acquire basic skills (language; ICT; communication skills)
Create digital stories
Gain cultural awareness and understanding to foster inclusion and integration.

[2]

[http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/573908/EPRS_BRI\(2016\)573908_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/573908/EPRS_BRI(2016)573908_EN.pdf)

[3]

http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_poverty_and_social_exclusion

2.1.2 Why the HEALTHNIC Process?

Food is something we all need, for sustaining life but also for the living of life. It can be a source of pleasure or a memory from our past and often is a leap into the unknown as we try things for the first time. It is also a way to share experiences and skills, creating healthy nutritious meals, cooking and eating together.

The practical act of sharing a meal is something that is often taken for granted but is often missing in the lives of many people. Preparing a meal for one can be a joyless task and so while this project is about good food, its function is also to bring mixed groups of people together to learn and share food experiences. It is hoped that through this project will participants will be inspired to carry on preparing, cooking and enjoying

good food beyond the project's lifespan

The Guide is a resource to assist the development of the workshop series, and will suggest different ways to run and organize activities with multicultural groups that involves:

- Learning about affordable, tasty and nutritious meals;
- Raising awareness and understanding about the use of local and seasonal produce;
- Sharing food culture and nutrition;
- Learning about alternative ingredients;
- Creating and sharing digital stories and knowledge.

Ultimately, food is our vehicle for making us all feel happier, living together in a single community and it is our tool for integration.

From the outset, the people who become engaged will be from different parts of the globe, with different backgrounds, cultures and expectations. The project will provide activities and resource suggestions to bring everyone together, allowing each to understand and appreciate the other.

2.2 Introduction to the HEALTHNIC Thematics

2.2.1 Participatory Learning - 'Learning by doing'

One of the most inclusive ways of learning is to undertake practical tasks together. This can be used in a variety of settings, allows a high level of interaction, can overcome language and cultural barriers and is usually very enjoyable.

It usually works best in small group settings, typically 10-15, and in reasonably well controlled spaces such as a training kitchen or classroom, as appropriate.

It is well documented and understood that everyone has a different learning style in order to comprehend, process and retain information. By adopting the participatory learning approach, it is felt that this will be the most inclusive method for working with participants of different cultures, language ability and backgrounds. By engaging learners in this approach, it also enables them to draw on personal experiences in addition to learning through the other participants and the workshop facilitator.

Facilitation entails the management of the group and “exercise of power” – at one end of the spectrum the Facilitator may initiate a process, stand back and let the group (process) take its course, or at the other end, to manage the process so that it ‘remains on track’ towards a predetermined goal.

Facilitation behaviours and relationships can range from

- Open-ended to goal-oriented
- Emerging to converging
- Empowering group autonomy using a mixture of facilitation and traditional teaching methods.

A combination of facilitation and formal teaching methods points to the pervasive reality that, to varying degrees, facilitators set agendas, steer processes, frame analysis, and summarize conclusions. In this way, the method creates bonds between learners and so increases confidence to participate, share knowledge and increase learning.

Where language is an issue to understanding, it is important to embed and contextualize language learning within the workshops through building vocabulary lists, pictorial and written glossaries, peer

support and/or interpreter assistance

In particular, glossaries will be developed during the workshops by each participant and will be guided by tutors and staff.

Within the guide and toolkit there will also be resources which are simple in design or format to enable participants with language difficulties to understand the essence and meaning of practical tasks, for example a “storyboard” format can be used to make a basic recipe using the actual food ingredients and a simple written description of the preparation.

The workshop series will involve a range of learning approaches and styles however, the active and practical participation ethos is crucial in breaking down barriers to social inclusion and enhancing skills.

2.2.2 Group building activities

This paper represents both the presentation of our own experience in running a Healthnic workshop and a Guide to pass our experience to all who will replicate it, in conformity with the principles of participatory learning and process work. A Healthnic workshop will involve people coming together and working in groups. Whether learning new skills or sharing individual knowledge, the group dynamics will develop naturally and over time, but this is predicated on supporting the confidence of the participants, their language and communications skills, as appropriate.

Much of the work will involve discussing, preparing, cooking and sharing food, which provides each participant with an equal opportunity to share their opinions and thinking with their peers and the facilitators.

The role of the workshop facilitators is therefore crucial in steering the group dynamics and building trust throughout the workshop series.

Facilitators should also be mindful of the need to work with colleagues in designing project recruitment and promotion so that, at the outset, people interested in participating have a clear idea of what will be involved during the project workshops, this can be reiterated during the start-up workshop session.

There are detailed examples and resource suggestions throughout the Guide. Below is one example:

Baking bread is a great starting point for group activities (if you don't have access to an oven, a bread making machine can be used).

- Participants discuss types of bread from their own country/place of origin;
- Participants learn the related language to understand the ingredients; the preparation methods and the baking/cooking of the bread.
- Participants discuss the cost of making bread vs buying bread and the value of bread in their home countries.
- How can the basic bread recipe be varied - to make it more traditional/healthy?
- How much does "successful" breadmaking vary between one group and another?
- Is there a recipe which includes everyone's ideas that works?

2.2.3 Cultural exchange activities

Practical food discussion, preparation and cooking forms the basis to the workshops and opportunities to discuss and share knowledge of food culture and tradition. By working in small groups "bonds" will develop amongst participants, which help in building knowledge, awareness of each others' culture and understanding.

For example:

- Explore different cultures' cuisine, cooking methods and eating habits
- Table manners - differences between countries and within countries (e.g. generational differences)
- Why do some people eat with cutlery tools rather than their hands or bread?
- What are the digestive benefits of eating with your fingers?
- Does everyone in the group traditionally eat at breakfast time, lunch time and dinner time?
- How healthy is your national diet? Is there an obesity problem in your home country?
- Is there a connection between food and religion in your home country?

Participants will have numerous opportunities in the workshop series to interact in group bonding and learning activities and many resources are provided in the delivery of the project both in the Guide and Toolkit.

Participants should not be afraid to ask questions of each other, however, boundaries should be established in the initial sessions to ensure that enquiry or ignorance does not cause offence. By building trust and establishing ground rules it will create an environment where participants and facilitators all learn from each other and minimise misunderstandings

We are always learning and it is absolutely essential for participants to be empowered to share their knowledge and skills, so let the participants teach too!

Comparing and contrasting cultural differences and similarities in foods and food traditions will encourage everyone to participate. Discussion on the ingredients and cooking methods will be shared; hence cross cultural dialogue and

learning become embedded within the whole process.

- What do people like about each other's food?
- How much does it cost to buy and make?
- Can it be made in a different way to make it better, cheaper, healthier?
- How important is the sharing of food in the participants' home countries?
- These questions and more can to be answered in the workshop series.

2.2.4 Social inclusion

Bringing different groups of people together from local unemployed, immigrant or refugee communities within the HEALTHNIC project, provides new opportunities for increasing people's cultural knowledge, awareness and understanding of each other, and therefore supports the ethos of social inclusion and a route to social and economic integration.

In the current economic and political climate across the EU and the world, the impact of negative, biased media and increasing political intolerance of disadvantaged communities combined with nationalistic tendencies and ethnocentrism can severely impact on people's cultural awareness, knowledge and understanding.

Challenging stereotypes, learning and sharing with each other provides a platform to change "hearts and minds" irrespective of employment status, gender, ethnicity, nationality, age, sexual orientation, gender identity, religion or belief.

In this respect, the recruitment and selection of all participants to the project must be done with enough

information that everyone knows what to expect – e.g. there will be mixed groups of participants; outline the range of learning opportunities; cultural awareness and understanding; sharing food culture and traditions.

Participants can be given an initial task or questionnaire about why they want to get involved in the project, what they expect from the workshops and what they hope to learn. At the end of the workshop facilitators can assess how their expectations have been met and what they have learned about social inclusion and cultural exchange.

2.2.5 Introduction to Nutritional Education

Health is defined in the World Health Organisation constitution of 1948 as "a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity" (<https://www.wcpt.org/node/47898>)

Our daily food choices have a significant impact on our physical and mental health, and overall well-being.

Good and healthy food can be viewed as real food that is unrefined and unprocessed as nature intended. Good nutrition provides the body with all the vital nutrients, vitamins, and minerals it requires to work its best. Variety, balance and moderation are essential to ensure we get the full range of nutrients for good health. Food acts as a foundation medicine and affects all systems of the body. When an active lifestyle with sufficient exercise and a positive attitude are combined with a well-balanced, varied and disciplined diet, there is no limit to good health.

The exact composition of a balanced healthy diet will vary according to each individual's needs, and is affected by age, gender, lifestyle, physical and emotional health, physical

activity, cultural environment, dietary customs and locally available foods. However, the basic principles of what constitutes a healthy diet remain the same.

Vegetables, fruit, pulses (legumes), whole grains, nuts and seeds are important sources of vitamins, minerals, dietary fibre, plant protein, complex carbohydrates, essential fats and antioxidants.

While we know that good nutrition and physical activity can help maintain a healthy weight, the benefits of good nutrition can also help:

- Improve mental health and wellbeing;
- Prevent risk of obesity;
- Increase energy level;
- Improve ability to prevent illness;
- Improve ability to recover from injury and illness;
- Lower high cholesterol;
- Reduce high blood pressure;
- Reduce risk of some diseases including diabetes, heart, disease, stroke, some cancers, and osteoporosis.

2.2.6 Home economics

Planning and preparing meals in advance is crucial to managing and budgeting food, and for cooking economically on a low income. Choosing good quality nutritious products such as wholegrains, lentils and beans, that can be purchased in larger quantities with the cost shared between a number of families. These nutritious foods are a less expensive way to bulk up on good filling meals and by adding herbs and spices to increase nutrition and create huge variety in tasty wholesome satisfying meals.

-Timing is also important when purchasing food.

Buying fresh local produce in season when it is in abundance, more flavourful, more nutritious, no chemical preservatives, ready for consumption and can be prepared and frozen for usage later.

-Consider how to package foods into amounts that can be used in one meal to further avoid wastage.

-Go to farmers' markets towards the end of the market day for extra offers, and wonderful tips on how to prepare and store their food to last as long as possible.

-Look out for special offers and sales, and plan and prepare meals around these offers and with what you have in stock to further minimise wastage.

-Regularly check and keep the refrigerator contents organised, by dating and labeling leftover foods wastage will be minimised.

-New dishes can be recreated with these leftovers into an entirely new delicious meal.

-Broaden knowledge and increase variety by sourcing different produce in different types of shops particularly ethnic shops, where staff will be happy to give advice.

-Choose less expensive cuts of meat that are often more nutritious and tasty with good preparation and cooking.

Stock up on essential cupboard staples that can be safely stored and plan meals accordingly.

2.3 Introduction to Digital Storytelling Methods and praxis

Why do we tell stories? We use them to entertain, to persuade and to explain and understand the world. Stories are common to all human cultures and it forms the means by which we structure, share, and make sense of our common experiences.

2.3.1 Definition

Digital storytelling refers “to the process by which diverse

people share their life story and creative imaginings with others, using digital tools, over the Internet and other electronic distribution systems” (<http://institute-of-progressive-education-and-learning.org/elearning-i/digital-storytelling/>).

Digital storytelling helps participants to focus on themselves and their stories, put their stories into words, dramatise them and relate them to others with the help of photos or other visual tools. In this process storytellers elaborate and relate their own personal stories, illustrating them with personal photos, objects, drawings, etc. The result will be a roughly two-minute short film narrated by the storyteller and based on personal pictures. The digital storytelling method is very diverse by nature, therefore it can be used to document, educate, or simply entertain and can be applied in every field, for different reasons or purposes.

In the HEALTHNIC project, digital storytelling helps the participants to focus on themselves and their stories, put them into words, dramatise them and relate them to others with the help of photos or other visual tools in the context of food.

In the process, participants elaborate and relate their own personal stories, illustrating them with personal photos etc. The result is a two/three minute short film, narrated by the storyteller and based on personal pictures.

2.3.2 Why should we use the Digital Storytelling Method in this project?

In the final stages of the HEALTHNIC workshops digital storytelling will be used to give participants the opportunity to express their artistic talents in another field using different means, reflect on what they have

learned through the workshops series and gain ICT skills so that they can record their experiences.

Telling their stories in this manner helps the participants to develop a greater sense of belonging and to express their unique identity.

Some organisations participating in this project have previously used various digital storytelling methods (“[IDigStories](#)” project and “[Tell Your Story](#)”), with great results. The facilitators can benefit from this prior knowledge and internal project support in applying it in the context of food in the HEALTHNIC project. For this reason, it is suggested to refer to the more comprehensive and specific methodological guide on digital storytelling which is available on free download at: http://idigstories.eu/wp-content/uploads/2016/09/Digital_Storytelling_in_Practice.pdf

2.4 Active citizenship

Feeling part of a community is a vital need, however, in modern days this identity is constantly changing and it is continuously multidimensional. People are invited to participate in different social networks, according to their social, professional, family, cultural and political actions. At the same time the lack of being related to others and being an active part of a social group, is a common risk.

The “Healthnic Workshop” process is aiming to understand this social risk and to empower through the creation of identities of social trust and solidarity instead of identities of conflict and also to provide an alternative answer to the social phenomena of polarisation, such as the increase of nationalism in Europe.

Active citizenship education in that framework could fill some gaps of the identity crisis and prevent the social exclusion risk that social groups, such as refugees and unemployed people may face.

For “Healthnic Workshop”, active citizenship means sharing and learning together, understanding the common needs, and means people getting involved in their local communities. It is a combination of factors and actions that build and maintain social relations among different social groups, it is an understanding that we are all mutually dependent.

The process’s philosophy and structural goals focus on revealing and fostering cultural heritages, giving visibility to social groups and equally important giving them the social space to share their cultural capital and knowledge gained in the workshop.

An essential part of the Healthnic Process is the Digital Story Telling part. The Digital Stories that are going to be created during the Healthnic workshops are going to be shared in the digital community and in the local communities of the participants, as educational tools for schools, shared in local libraries, in non-formal educational associations and elsewhere. By transferring and communicating this knowledge to local societies, the participants of the workshops are going to have an active role in the community; they will become ambassadors and facilitators of a healthier, multicultural approach of life and social relationships, accordingly.

It is essential that the workshop providers encourage the participants to organise at the end of the workshops, open celebration days to share the outcomes of the workshops, to cook and to eat collectively, take advantage of any local festivals where the Digital Stories could be shared in public and to be actively involved in the local community many ways.

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Useful links

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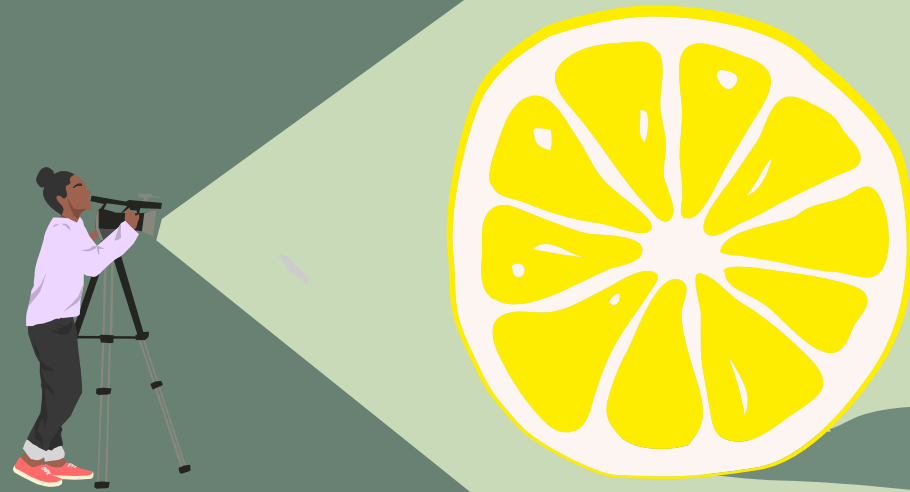
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3 Implementation



3

3. Implementation Part

3.1 Preparation - Instructions to the workshop facilitator

3.1.1 Participants

As we mentioned before, the workshop series is addressed to people with different cultural and social backgrounds. We focus on people that are in danger of social exclusion and need support in order to feel and become integrated. It is a process that will be achieved by gaining skills, by sharing cultural aspects and through this by appreciating one's own cultural heritage and the one of the other.

The workshop is aimed at a mixed group consisting of immigrants, refugees and long-term unemployed people that want to explore the value of food traditions, the dynamics that they create in a multicultural society and to gain basic skills that empower their self-esteem and their position to the job market.

It is preferable to have an equal number of participants from each target group in order to achieve diversity under a balanced cultural heritage. Working with a diverse group will get the "creative juices" flowing, opens the mind to new ideas and consequently opens up new opportunities. Overall these

are the essential elements in the workshops where the contribution of each individual and accordingly of the whole group can produce results that can motivate other people to follow the same path.

Also, the facilitator should take into consideration the gender of the participants, and try to enroll an equal number of men and women to avoid a significant gender gap.

3.1.2 How to find / engage your participants

Exploit your existing networks and inform groups through meetings, website, social media, emails etc. about what you are planning to do. Ask groups to make referrals of people who could benefit. Contact local agencies and public authorities (e.g. adult education providers or the unemployment office) and take advantage of local celebrations or events to further advertise the project and workshops. If possible, you can also contact local TV and radio channels to discuss the project and advertise the workshop series in your area.

By producing information leaflets these can express the value and purpose and duration of the Workshop series and make clear that there will be no fees for participating and that equipment and ingredients will be provided.

3.1.3 Recruitment of participants

By targeting your approach this will be a quick and effective way of engaging known groups of people to take part. Often people need to be reassured about

the value and purpose of a practical project – which would not be achieved through a generalist approach to recruitment however, each setting is different and should be flexible to suit.

You can often just say to people, we are having a cooking workshop, want to take part? However, it is often beneficial to link to local events or celebrations such as national festivals (i.e. refugee week / day, human right declaration day, labour day, ...), religious festivals (i.e. Christmas; new year day, nowruz, rosh hashana, losar and songkran; ...)

- Advertise the project and the workshop series - what, when why and how;
- Set a recruitment event at which interested participants can come along and find out more about the project and what is involved with the workshops;
- Collect contact details; check availability;
- Assess participants language ability.

If the workshops are advertised appropriately and careful attention is given to the selection and recruitment of participants, the risk of conflict amongst participants is reduced, as people know from the start what they are signing up to and what to expect.

One of the main goals of the project is to help people understand and feel that, even in areas like finding a job where the mutual interests might seem to be a cause of conflict, the way to solve this is collaboration and thinking in terms of creating something together. Thinking “out of the box” really, setting up something innovative that could help them all have the desired results. Solutions for all and not for the few.

3.2 Facilitator’s skills

The HEALTHNIC project is a real challenge for the facilitator

of the cooking workshop series. There are a lot of different factors to be taken into account and that is why it is also so rewarding.

One has to be an experienced group facilitator as the dynamics of this mixed group will be rather challenging. The cooking workshop syllabus attempts to cover as many aspects as possible, but since each team is different, it comes down to the facilitator's skills as to how one will facilitate and lead at the same time the group to achieve the desired goals.

The most important prerequisite is to be a passionate food lover interested in healthy eating and to have an equally skilled assistant ready to help in every way, especially when it comes to cooking and preparing the raw materials for the dishes. One must have everything ready before the workshop starts. The assistant also needs to do the washing up during the session and help the facilitator monitor what each group is doing during cooking. Because of that the assistant needs to have at least basic cooking experience.

3.2.1 Other necessary skills

- Have the level of cooking knowledge and methodologies that is necessary in order to fulfill the goals of the cooking sessions.
- Be prepared to study the traditional cuisines participants will share.
- Before the workshop starts, it is important the facilitator to be aware of:
 - The basic characteristics of each cuisine, cooking philosophy and ways, dominant herbs and spices.
 - Basic eating habits and gender roles involved in

cooking.

- Historical and climate factors which influenced the dishes during time.
- Prior knowledge of nutritional facts and healthy eating, although basic information will be given in the appendices.

One has to undertake local research to investigate how participants can obtain raw materials with high nutritional value, which they can afford. Street markets, local farms, ethnic supermarkets or grocery stores. For example the facilitator could find out the prices for ingredients like raw salt or unrefined sugar in order to help the group understand that sometimes we don't decide by the actual price if something is affordable or not. The quantity of the ingredient used or the portions it provides when cooked, combined with its nutritional benefits, often make rather expensive materials a good, healthy, affordable choice. One needs to be ready to provide knowledge in alternative uses of "expensive" raw materials.

3.3 Cooking workshop requirements

The cooking sessions cannot take place if a sink and running water for washing all the raw materials used for cooking, washing hands and doing the washing up are not available. For fulfilling the aims of the project it is important to eat all together after cooking. So forks, spoons, glasses and plates will be needed. Tables to use for eating and for preparing the dishes.

Other requirements include:

- Dishwashing detergent
- Vinegar to clean table surfaces
- Disposable gloves
- Bins and rubbish bags

- Cutting/chopping boards
- Knives, small and chef like ones
- Basins for washing and then mixing the ingredients while cooking. They can also be used for serving the dishes.
- One or two citrus squeezers
- Two colanders
- Kitchen towels or kitchen paper for cleaning the surfaces and the participants' hands
- Wooden or other type of spoons for mixing the food while cooking
- Pots and pans (the number determined according to the dishes the groups will agree on)

If there is no stove, an affordable induction hob or portable gas stove, with at least three hotplates is required. If not, adjust the dishes the participants are asked to prepare. Ask for more that do not need cooking. The syllabus offers many options.

- When preparing for the cooking sessions it is important to have:
 - All raw materials needed for cooking
 - Cooking oil
 - Vinegar, lemon juice (if lemons are affordable)
 - Raw salt and black pepper
 - Herbs and spices needed for the third session
 - Raw cane sugar
 - Chalk or whiteboard

3.4 Digital storytelling workshop skills

For the digital storytelling stage of the HEALTHNIC workshops to be successful the trainers should have some particular skills.

ICT level above average in order to be able to answer all questions that might arise by the participants and attend all technical problems.

Able to check the technical status of all the computers to be used.

Able to perform the technical preparation of the computers to be used and install the editing software.

Be familiar with the software that they are going to use for the workshop.

Basic understanding of film editing, voice recording, storytelling principles.

3.5 Language/Literature Support Activities

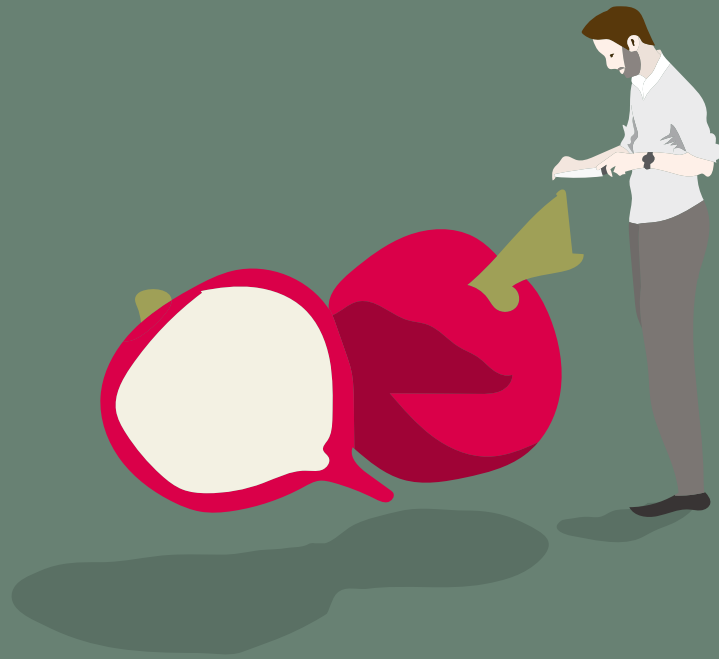
Within the project, participants are encouraged to develop vocabulary lists as well as building glossaries. They can do this in their first language and the teaching language, including pictures and diagrams as appropriate. For example the glossary lists can be subdivided by food groups and types of food; nutrition; food preparation and cooking methods.

Participants also keep a project journal to record notes and ideas arising from each workshop. By capturing their thoughts, ideas and questions this also helps in the preparation for the digital storytelling activities and workshops.



4

Cooking workshop
series



4

4. Cooking workshop series

Explanation of use of colors:



In black color the steps for fulfilling the goals of each workshop.



In red color the games for group building, icebreakers, group forming.



In blue color suggested ways to do the actual work.



In green color the theoretical part.



In violet color the games to introduce participants to the digital story telling stage.

4.1 Session 1



The overall goals of the 1st session are:

- Group bonding by creating a feeling of security, mutual respect and understanding in a joyful way allowing personal information to be shared.
- Enable participants to value and share their food culture

(and nutritional habits) and learn about the food culture (and nutrition) in their new places/countries by integrating it in a new multicultural environment.

- Quoting the historical, geographical (climate, cultivations etc.) and social facts that create both diversities and similarities.
- Pinpointing the specific differences that create the biggest difficulty in adjustment, in order to accomplish mutual understanding and acceptance.
- Definition of what we consider to be “good” and healthy, nutritionally, emotionally and mentally.

Introductions, ice breakers and group agreement

It is very important to consider the group of participants as a small community of humans, and to adapt the introductions and the icebreaker activities to the specific composition of the group, in order to encourage participation and sharing instead of competition.

The facilitator does not encourage competition of any kind or winning groups so the games one chooses to use should be appropriately adjusted.

Candy Introduction

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others.

Candy Introductions can work with any group size. The icebreaker works best when the group size is limited to 12. Materials required are: candy with about five different variations (color or candy type), and an

optional chalkboard/whiteboard.

Setup for candy introductions

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, buy any candy that already has a variety of colors.

Instructions on how to play

Pass around the candy and tell each participant to choose anywhere from one to five pieces of anything that they want. However, instruct them not to eat it yet. After they have chosen their candy, tell them what each candy type/color represents.


Write on the board the following. The colors mentioned are just an example:

- Red – Favorite hobbies
- Green – Favorite place on earth
- Blue – Favorite dish
- Yellow - Dream job
- Orange – Wildcard (tell anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. Then each person says the name of the persons sitting beside him or her.

Other useful icebreakers can be found here: [Getting to know you](#)

Group agreement

 Spend some time to create a group agreement. Once the participants merge into a single group with the shared-experience of the icebreakers, it is the time to fix the rules of this specific group.

Group agreements represent the structural and functional basis for a proper and safe group-work session.

The most important questions to be answered are:

- What things would make this group/workshop work well for you?
- What makes this a safe and respectful place for us to work in?
- What would make this group a good space for learning?

This following link provides some useful ideas and ways on how to create a [group agreement](#).

Proposed Group Agreement

On the basis of our experiences, the following points represent some substantial propositions which need to be clarified within the group agreement:

- make sure everyone is able to contribute
- more talkative people: show a little restraint
- quieter people: your contributions are very welcome
- only one person speaks at a time - put up your hand if you want to speak and wait for your turn
- respect each other's opinions even / especially if you do not agree with them

- apart from respecting each other, also respect the role of the facilitator in keeping everyone involved and keeping a sense of timing/schedule
- participate!
- confidentiality - some things should not be repeated outside of this meeting
- be conscious of time - help stick to it, or negotiate for more
- mobile phones off to minimise disruptions
- regular breaks

More information on participatory methods and ideas can be found at <http://www.participatorymethods.org/methods>

Record the countries of origin of all participants.



This can be part of the presentation or by using a map.



It can also be done by playing a card game using pictures of famous sights of each country.

We mix the pictures and we give one picture to each participant face down asking them to find where the site is located.



The facilitator has to study the cuisines of the participants' countries.

He/she must have the knowledge of the main characteristics of each country, preferences in raw materials, the cooking ways and eating habits.


He/she needs this knowledge in order to fulfil the goals of the workshop.


Historical, geographical, and religious reasons are studied in a way that helps them understand each cuisine.


The facilitator has to be aware of the main differences and similarities, the "philosophy of the cooking preparations", and the essence of each culinary tradition. There are many articles online, so it is possible to choose the most appropriate ones


according to the amount of time available.


It would be helpful if the facilitator made a chart about each cuisine as a basis where information provided by the group can be added to.

 Participants are invited to describe to a “stranger” what they feel to be the essence of the cuisine of their country of origin. Work in pairs and then in groups of about four.

 Each group presents the outcome of their discussion and the facilitator helps them to do so in a coherent and clear way. On the board they make the first notes about the characteristics mentioned.


 **This session can be divided in two at this point because there are many topics to be covered.**


 The first meeting can be closed after each group completes the presentation.


 If the facilitator decides to do so, the next meeting can start with a game that allows more information to be shared about each individual (grouping) before we continue to the topics to be covered.

Baking bread can be used as an icebreaker.

 Continue working in the same small groups.

 Baking bread is a great starting point (even with a breadmaker machine).


 A breadmaker machine is the most practical way as often ovens are not available.

-  • Participants discuss types of bread from their own country/place of origin.
- Learn the related language to understand the ingredients, the preparation methods and the baking/


cooking of the bread.

- Discuss the cost of making bread vs buying bread.
- How can the basic bread recipe be varied - to make it more traditional/healthy?


Is there a recipe which includes everyone’s ideas that works?

 Explore eating habits in a systematic way in the groups and then all together. Give to the groups or write on the board the subjects to be discussed. This helps control the time spent and have more focused results.

- Meals,
- How do we lay the table,
- Food sharing,
- Food combinations,
- Gender roles,
- Shopping e.g. super market, local street markets, local farms etc.

 The new data are added to the notes on the board. At this point, do not talk about which food combinations are considered to be more healthy than others. Pay attention to handling the information on the gender roles and highlight the diversities. Discuss if the participants feel the need to adjust to the western gender roles and why. Be careful to keep the discussion focused on food.

 Focus on similarities and diversities.

 Do that using the notes on the board. Discuss all together which are the diversities that create the biggest difficulty in adjustment, in order to accomplish mutual understanding and acceptance.

🕒 Choose which of the “differences” would be good to maintain and be adopted by all. Attitudes that could help change the nutritional approach of all the group members regardless of origin.

⚙️ For example, people coming from Africa or the Middle East are usually more used to eating fruits and vegetables rather than the processed food westerners are increasingly eating. They are also more used to cooking and sharing their meals all together. Cooking and eating habits they often abandon in order to feel more accepted by the locals. Usually this is done by their children when they start going to school as they copy the eating habits of their local classmates.

The definition of what we consider to be “good” and healthy, nutritionally, emotionally and mentally, also takes into account the economic factor.

Further information on healthy eating habits can be found in the appendixes.

🕒 Talk about the general directions, the “philosophy of the cooking preparations” that define each culinary tradition.

Historical, geographical, and religious reasons are taken into account.

The facilitator makes clear that each dish is really a journey into time reflecting the climate, the history of a place and the social class the recipe comes from.

⚙️ This means, as it is already mentioned, that the facilitators are already very well prepared.

The information comes from the participants with the guidance of the facilitators.

One way this can be done is to hand out one traditional recipe to each group (different recipes can be used from the different traditional cuisines) and ask the participants to “discover”.

-The why of the cooking method chosen (e.g. sautéing, frying, boiling), the selection of raw materials.

-Is it a rural dish or does it come from an urban environment?

-What influences has the recipe integrated?

Historical, economical, geographical, religious reasons are taken into account.

4.2 Session 2

🕒 The overall goals of the 2nd session are:

- Obtain information which will help the facilitation of the workshop by allowing the facilitators to fulfill the needs of the participants they are working with
- Help the participants share their experiences and skills
- Develop affordable, tasty and nutritious menus and meals
- Take the best of local and seasonal produce
- Suggest alternatives for ingredients not easily sourced in the new community or help to grow alternatives
- Increase health levels by fostering a healthier diet that will protect them from diseases related to malnutrition
- Gain basic skills in nutritional diet and home economics
- As language might be an issue, it is important to embed language learning by learning the words of raw materials and basic culinary terminology


👥 In order to facilitate the mutual knowledge, the group is conducted to play a game that allows more information to be shared about each individual (grouping). The game written below is played in a circle with all the participants and not in small groups.

Name Memory game (ice-breaker)


This game usually works well with younger participants. All members of the circle present themselves and each one adds one piece of information to their name that they are willing to share or thinks is particularly characteristic of their personality. (It can be an adjective put before the name). The person sitting next to them repeats the name and the information, then does the same. The next participant has to repeat the first two names and characteristics, then add their own name and characteristic information, and so on, until the last member has to repeat all the names and information connected to them.

Example:

John says: "Your name is Mary and you like hiking, you are Peter and you play tennis, Katie, you like dressing up in funny clothes, and I'm John and I hate spiders."

 The game is based on the method developed by "i-DIGital Stories – Stories Educational Learning Facilities" project, with the financial assistance of the Erasmus + program of the European Commission.

 Create small groups of about 3 - 4 using a game

 All work during the workshop is done in the small groups and then presented to all.

 **Salty/Spicy/Sweet/Sour**

Using food is always fun for the participants. As individuals we like different tastes, and there are also cultural tendencies.

Instructions: Use any kind of cooking ingredient with a distinctive flavour or taste, using as many flavours


as you need groups. Salt, hot red peppers etc. Put them in the areas where the groups will work and then, ask class members to go to their favorite flavour.

Variations: Alternatively, divide the group by having participants choose their favourite fruit or choose their favourite dish from several common dishes. Or, have a real snack at each location, and see where people gravitate. Depending on the context, this could be a good time to use international and ethnic snack foods.


Once the small groups are formed, ask people to take a look around.


- Do they see themes in the groupings?
- Any cultural tendencies?
- Do they see reinforcement, that we all have our individual taste preferences?
- Ask people to reflect on why they like the taste they chose.
- What life experiences taught them to value that taste?
- Might this enhance their cultural self-awareness?


<https://blog.culturaldetective.com/2013/06/18/10-surefire-ways-to-divide-into-groups/>


 Each group then discusses the following topics, written on the board, and records the answers. Then they present to all the skills they need to learn.


- 1) How do you hope this program will help you?
- 2) Provide details of any qualifications you have (whether they are attending school, college, university, or related to training projects, or have been acquired empirically).
- 3) Indicate the skills that you believe you need to learn in order to help you become a member of the community.


 These answers help the facilitator understand the participants more and adjust the approach used to their needs and skills.

-  • Learning the words of the materials and the basic culinary terminology in the host country language.
- Create simple written materials such as glossaries, which can be added to by participants during the workshops.


 It will be of great use for all the participants to have a glossary note book from the beginning which they can revise as the sessions continue.

-  • The seasonal raw materials of the host country are highlighted with an emphasis on cheap products with complete nutritional value.
- Definition of basic rules of nutritious diet, importance of seasonality of raw materials of the host country.

 Talk about differences in nutritional needs that are also consistent with the climate and the raw materials found in the host country relative to those of the country of origin. Pinpoint the health problems that might arise if this is not taken into account.

 The information needed is found in the appendices. A chart with the different countries made by the facilitator where the nutritional needs, when living in each country, are recorded, could be helpful to the participants to identify and record similarities and differences in order to create a weekly menu and realise the health problems that might arise if climate

and seasonality are not taken into account. Short videos or slideshows can be used about the health problems mentioned.

 Each participant writes down one's own weekly menu recording how many times per week one eats each food category.

FOODS	BREAKFAST	LUNCH	DINNER	SNACKS
red meat				
white meat				
fish				
dairy				
eggs				
grains				
legumes				
vegetables				
nuts/seeds				
stimulating beverages				
processed food				

 **Game: Love/hate**

Participants make a list of the 5 things they love most and another of the 5 things they hate most regarding food, which

they then read out to other members of the group. **Participants have to use their voice to express the sentiment they feel toward the objects in question.** The lists may contain the most diverse set of things (a certain feeling, a quality, an ingredient, a dish etc.). With the help of this exercise a list can be created, the elements of which may even suggest ideas for eventual stories, and the trainer can help elaborate the details.

The exercise helps create group cohesion and at the same time is an effective way to prepare for the recording of the storytelling during which participants will also have to convey sentiments and emotional tensions with their voice.

- 🕒 The game is based on the method developed by “i-DIGital Stories – Stories Educational Learning Facilities” project, with the financial assistance of the Erasmus + program of the European Commission.

Then each small group creates a weekly menu using the new knowledge already given about a healthy, nutritious diet taking into consideration economical and religious factors.

- ⚙️ Suggestions about the “ideal” menu are given in an appendix and they could be used as a base to create the menu which will satisfy the needs of the people each facilitator works with.
- 🕒 Record new vegetables originating in the countries of origin that could be grown in the host country and give a sense of home (taking into account the climate). Locals talk about the seasonal raw materials of their country. A discussion about similar vegetables is taking place and the ways they are used in each cuisine.


Talk about foraged food.

- ⚙️ The facilitators can decide whether doing or not this activity.
- 🕒 If so they could consult a horticulturist.

Blindfolded tasting of foraged greens, vegetables or herbs cooked or raw.

- ⚙️ Each facilitator will decide whether or not to do this.
- 🕒 **Community supported agriculture:** examine and create the conditions to develop or join community gardens in the reception areas or other available spaces with the participation of local groups already active in them.
- ⚙️ The facilitators explain to the group the importance of creating or joining community gardens as this can be a solution to eating cheaply and using fresh, highly nutritional products. It is also a good way for newcomers to become part of a group with local residents in a useful, creative way for the whole community.


- 🕒 Community Supported Agriculture consists of a community of individuals who pledge support to a farm operation so that the farmland becomes, either legally or spiritually, the community’s farm, with the growers and consumers providing mutual support and sharing the risks and benefits of food production. Typically, members or “share-holders” of the farm or garden pledge in advance to cover the anticipated costs of the farm operation and farmer’s salary. In return, they receive shares in the farm’s bounty throughout the growing season, as well as satisfaction gained from reconnecting to the land and participating directly in food production. Members also share in the risks of farming, including poor harvests due to unfavorable weather or pests. By direct sales to community members, who have provided the farmer with working capital in advance, growers receive better prices for their crops, gain some financial security, and are relieved of much of the burden of marketing.

 This information could be given by using a short film or by inviting a person who is working in a community supported farm or garden.

Since the members of the groups do not usually have the financial ability to become “share-holders” the possibility of offering work instead of money is probed. This means that the instructor should have found the CSA farms or gardens in the area or should have contacted collegialities which could help.

If there is no such farm or garden in our place we discuss with the group the possibility to find a place to start one. It is not a goal of this workshop to organize this but it is important to give the participants the initiative if they are interested in doing so.


4.3 Session 3


 The overall goals of the 3rd session are:

- Handle more effectively one’s domestic budget by shopping for cheap but nutritious food ingredients and prepare healthy homemade food
- Learn how to cook tasty and nutritious meals by using the best of local and seasonal produce, herbs and spices
- Combine cooking ways of all cooking traditions and gain a deeper understanding of the host country cuisine
- Prepare and share a meal together by integrating the best of what local and newcomers bring to the table
- Share experiences and skills
- Have fun cooking and eating together


 Repeat the names of the participants using a simple game.


Use a small ball which is tossed to each other. The person catching the ball has to say the name of the person who tossed it to him or her. Do this faster and faster.

 Create 3 groups of 4 persons.
All work is done in the groups and then presented and discussed by all.


 Divide the teams using a card game (vegetables, pulses, grains).


Four vegetable cards, four grain cards etc are handed out to the group so as to form smaller groups. Take into consideration that in each group people from different countries should participate in order to achieve the intended result.

 The necessary changes must also be made so that a local person joins each group in order to help the group fulfil the goal of the workshop as this person instinctively knows what the local cuisine really is.

 Review the food glossaries

 Do so by using a simple card game.

 Using as a basis the three food categories which have already been mentioned (vegetables, pulses, grains) three groups of four persons are formed. Each person in each sub-group records two dishes from each food category (one that needs cooking and one that does not) from all countries. This encourages conversation about memories and helps participants adjust the raw materials needed for the dish to the ingredients found in the host country.

 The facilitator makes suggestions that leads them to focus on the same dominant ingredient for each dish, or can ask from the beginning each group to work on a specific vegetable, grain or legume. In this way the activity is more structured and controlled. The participants could be asked to think about dishes based only on the available ingredients.

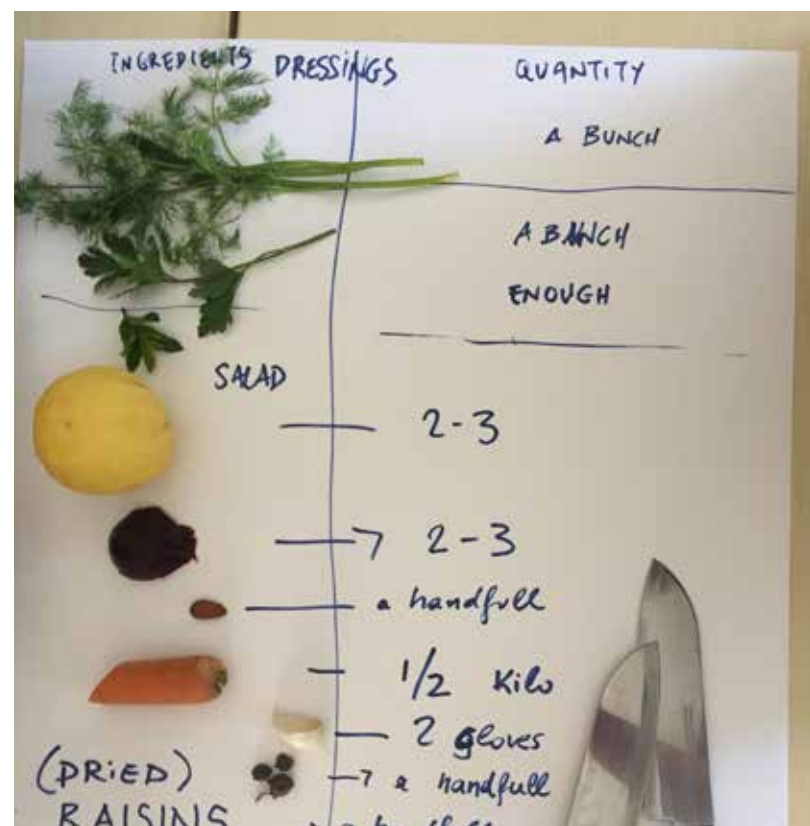
An example will clear things up.
 Let's say that one group of four who come from four different countries, works on vegetables.
 They start talking about vegetable dishes cooked or not.
 The facilitators' comments lead the locals to help the newcomers change the ingredients that are either expensive or out of season and to focus on recording dishes about the same vegetable.
 Eventually, we have four dishes that need cooking and four that do not, two from each country, coming from each group.


- 🕒 Find again similarities and differences, which due to the “recipes”, become more specific. Work in the small groups first and then all together.
- ⚙️ Compare raw materials and cooking ways, and herbs and spices used. When the dish is served (as a side or main dish etc). Make notes on the board.
- 🕒 Then each group modifies all four dishes that need cooking in one that follows the cooking ways and the philosophy of the cuisine of the host country. They do the same with the four dishes that do not need cooking.
- ⚙️ In the end, we have three dishes that need cooking and three that do not, six in total from all groups. The local person in each group leads the rest of the participants in the group with the help of the facilitator. It is the local person's “taste” of the traditional dishes of their region that helps them all modify the dishes.


The philosophy and available seasonal materials of the host country should be highlighted in order to help the group create the new dishes.

🕒 Each group records the new dishes by making a “recipe board” for each one.

Place pieces of the dish ingredients here	Write quantity and brief description of the preparation / or just quantity
carrot	
parsley	
Salt	
pepper	
Etc	



 By looking at the “board” we have the recipe of the dish in a simple creative way that provides an opportunity for the facilitator to ask the group to make the necessary changes so that the dish is balanced. In this way, this can be done easily and quickly. An A5 or bigger paper can be used for each board. The facilitator asks each group to make a list of the ingredients needed for both dishes and to hand them over.

 The facilitator records the recipes taking photos of each “board”. The lists are needed to help the facilitator do the shopping for the cooking in the next session.

 **Game: The game of unrelated words**


In this game participants have to make up a story from unrelated words. Each participant in each group writes down, draws or says out loud a word that comes to mind. They should use five words from the ingredients used in their dish and four from the words that came to their minds. The trainer collects the words from each group and writes them on the board so that everyone can see all the words.

Words from the first group	Words from the second group	Words from the third group	Words from the fourth group
----------------------------	-----------------------------	----------------------------	-----------------------------


Then each group writes a coherent story, using all the words on the board. Each participant contributes to this by writing a sentence working in a sequence. They finish when they decide that the story is complete. The quality of the stories is unimportant; the more surreal or far-fetched a story, the more interesting. This exercise greatly helps in making participants more relaxed, and at the same time demonstrates the different characteristics of a short story of this genre (length, structure, simplicity).


Example: Our stories since more words are about ingredients are more focused on food.


Words: apple, glasses, clock, long, car, pink, wood, shoe
Mrs Wood glanced at the clock and was relieved to see that she only had another ten minutes before the school bell rang. She was eager to eat the pink lady apple that she had found rolling around in the back of her car along with the shoe she'd lost earlier in the week and her purse that unfortunately had no money in it. She looked at the apple and wondered how long it had been there for. She was starving and with no money had little choice but to eat it. “Perhaps the time has come for a trip to the opticians” she said to herself, “maybe I need glasses”.

 The game is based on the method developed by “i-DIGital Stories – Stories Educational Learning Facilities” project, with the financial assistance of the Erasmus + program of the European Commission.

Examine if each “recipe” follows the basic rules of nutritional diet presented in the second session and make the necessary changes.

 There is an appendix on basic rules of nutritional diet which can be used as a guide to help the group establish the changes that should ideally be made and which of them are attainable because of economic or other reasons.
This is done first by each group and then all together.

 We only prepare dishes that do not need cooking based on the available ingredients. Because of that some adaptations to the “recipes” might be needed.

 We have already provided seasonal vegetables, fruits, herbs and spices.
Sugar, honey, vinegar, oils etc.

If pulses and grains are to be used they should be cooked in advance.

- 📌 Detailed information has been given on how to prepare the workshop “kitchen”, the raw materials and the equipment needed.
An appendix about food safety is also attached.

Eat all together, clean the cooking area and do the washing up.

4.4 Session 4

- 📌 The overall goals of the 4th session are:

- Increase health levels by learning about the properties and uses of herbs and spices
- Apply basic skills in nutritional diet
- Review the words of raw materials and basic culinary terminology and create a glossary about herbs and spices
- Through participants’ contribution and acceptance in the multicultural team they increase their self-esteem by appreciating their own cultural background and they establish a more solid identity developing social and individual creativity
- Exchange culinary knowledge in order to increase self-respect and respect for others
- Combine cooking ways of all cooking traditions and gain a deeper understanding of the newcomers traditional cuisines
- Prepare and share a meal together
- Prepare for the digital story sessions as most of the activities have a strong emotional aspect encouraging the participants to share more about themselves

Begin by cooking the final recipes from the previous workshop that need cooking.

- 📌 All the necessary raw materials for the dishes are available, as the “recipes” were provided at the previous session.
Work with the same small groups that created each dish. As they start talking and preparing for cooking they may decide that adjustments and changes should be made to make the dish really tasty. Store the food.

- 📌 After cooking, form different groups using an easy game.

- 📌 In a bag, there are four different kinds of herbs or spices or both, as many pieces of each as the number of persons in the group.
For example, four pieces of sage, four cinnamon sticks etc and we ask each one to choose one without looking at them. Those holding the same item form a group. We have three groups of four persons each.

📌 Game: Childhood memories

The trainer asks participants in each small group to think of a very much loved, desired or even very much hated childhood dish of theirs. If everyone has found the object in question among their memories, we ask them to tell a short story connected to that dish.

This exercise can evoke many stories from storytellers. If we place the story into childhood, storytellers will often open up more easily and let others in on the details of their lives. This exercise may reveal a personality who used to be a rebel, a passive, an exploring or a leading personality.

Example:

I liked many different types of food when I was a child, but the


one dish that stands out among them in my memory is undoubtedly the home-made lasagna that my mother's friend Elisa made. Elisa was from the northern part of Italy, and her cooking was all-round outstanding. But the lasagna she prepared was exceptional, at least in my memory.

I used to spend quite a lot of time in her kitchen, as her daughter Luciana was my best friend. So, it's not only the dish itself I have kept as a precious memory, but the whole context: my closeness to Luciana, the atmosphere of her house and the many times we were present when Elisa prepared meals. Of course, the lasagna was made from scratch. I remember vividly how that dough was rolled onto a very large wooden board so as to form a big rectangle, which would then be cut into several smaller rectangles to later create alternate layers in the dish. Very often, we children were encouraged to roll out the dough with the long thin rolling pin ourselves - a lot of small-arm strength was required to do this, and the task was invariably finished by Elisa.

When the rolling out was done, Elisa would transfer the board with the dough to a cool place where it was left to dry. This was not a dish to be eaten the day of its preparation! We had to wait and I remember the excitement when at last I was again invited, this time for dinner, and the delicious preparation was served: fresh pasta with the most exquisite filling of ground meat, ripe tomatoes and herbs...

Needless to say, I have never since eaten such wonderful lasagna.


(Written by Nancy Katsigiannis)


 The game is based on the method developed by "i-DIGital Stories – Stories Educational Learning

Facilities" project, with the financial assistance of the Erasmus + program of the European Commission.

All share their stories and then each person in the group chooses:


- One herb and one spice, that one thinks represents the cuisine of one's country of origin.
- One herb and one spice, that when used tastes, smells or "feels like home".


 We want this to happen spontaneously, so do not give further explanation, even if asked to do so. If there is a language issue provide a simpler explanation.


 Discussion in the group and presentation by all groups
Talk about the use of spices and herbs in every culinary tradition, using as a basis the dishes of the previous day. Point out similarities and differences in the way raw materials are combined with spices and herbs and in the ways spices and herbs are cooked.

Test by eating and smelling some spices and herbs.

 We can do that blindfolded as a game.

 Make a list on the board and a glossary of the herbs and spices mentioned. Participants also write the words in their notebooks.

 Facilitators have already prepared images in the presentation or on cards of the main herbs and spices each cuisine uses.

 Talk about "famous" spice mixtures. Ask the participants for recipes and prepare some to use in the cooking.

 Examples of some mixtures

- garlic, ginger paste
- garam masala
- ras el hanout

Recipes are easily found online. Be prepared and have

available all the spices needed.

- Properties of common herbs and spices and their importance for our health.
 - Best ways to use them
 - Use of raw salt and unrefined sugar.
 - Explain how ingredients with relatively low nutritional value, change by adding herbs and spices which transform their value and health benefits.
- Appendixes on each topic

- Based on the herbs and spices already selected by the participants ask each person to record (working in the same three groups of four persons)

Two dishes of vegetables, pulses or grains from their country in which the herb they came down in favor of is “dominant”. Then choose those with the greatest emotional value.

- Ask each group to work on one of the food categories. There should be at least four dishes from each group, twelve in total.

- Ask each group to select one dish that needs cooking and one that does not from the host country using wherever possible the same ingredients, especially the same herbs or spices with those already chosen.

- As a result, there are six dishes.
To do so use as many cookbooks about the host country cuisine as the number of groups. Find easy to read books with simple recipes. Give one to each group and using the glossaries produced they choose the recipes they need to work with. The locals again will help.

- Each group modifies the recipes selected from the cookbooks into recipes compatible with the culinary

ways of the countries newcomers come from in order to have six new dishes.

- The facilitator has already done this to one recipe which they use as an example if necessary. Newcomers instinctively know which modifications to make so that the new dish pleases their taste, so we just “follow” them.

Help them understand that “food can be a source of pleasure or a memory from our past but often is a leap into the unknown as we try things for the first time”.

- Each group again uses the “recipe board” as in the previous session to record the new dishes.

Check for nutritional completeness and make any necessary changes according to the seasonality of materials. The facilitator asks each group to make a list of the ingredients needed for both dishes and hand them over.

- The facilitator records the recipes taking photos of each “board”. The lists are needed to help the facilitator purchase the shopping for the cooking in the next session.


• Question to be processed to the next meeting

Can herbs and spices help us understand each other better, come closer, accept and respect one another regardless of our different backgrounds, transforming the differences of each culinary tradition into mutual acceptance?

- Hand that written to each participant and ask one to read it out. Then ask them to reflect on it until the next meeting.

- Close the workshop by eating together, clean the space and do the washing up.


4.5 Session 5


 The overall goals of the 5th session are:


- Exchange culinary knowledge and combine cooking ways of all cooking traditions
- Recognise their skills and their knowledge and harness this to build better relationships and stronger communities by preparing and sharing a meal together through improvisation
- Realise that one can eat well without it costing much

 Start by playing a game.

Have printed photos of the cooking process from the previous workshop. Mix them and ask the group to arrange them in the correct sequence.

 Prepare the final dishes from the previous workshop. Each facilitator decides whether to prepare the dishes that need cooking or the dishes that do not need cooking, or a combination of both.

 Work with the small groups from the previous session which created the recipes.

 After cooking is finished each group creates a new dish (by improvising) using the available ingredients. Vegetables, grains, herbs and spices the facilitators have already provided. We ask one group to create a dish that needs cooking and we ask the other two to make something that does not need cooking.

Each group examines

- if the dish is in accordance with the principles of healthy eating, how full of nutrition it is, how affordable it is

- if it has integrated as many culinary ways as possible from all the participants' countries using herbs and spices.

Make changes if needed and prepare some or all the dishes.

Answer the question raised in the previous workshop.

Can herbs and spices help us understand each other better, come closer, accept and respect one another regardless of our different backgrounds, transforming the differences of each culinary tradition into mutual acceptance?

In the small groups first and then all together, discuss the answers, setting the basis for creating the digital stories using the following game.


 **Game: Let's play with fire**

We can change the game if needed as fire might bring about traumatic memories. In this case, we could use a sand timer. The essence of the game is a concentrated, pure narration, a composed message created in a short time. Participants have 10 minutes to prepare their stories and then talk about their experience during the seminar.

This can be about the activities, the knowledge, the people, the sentiments, or anything which the storyteller has a strong feeling towards. Then participants can tell their stories with a burning match in their hand: they have to finish the story before the match burns out. The goal is to tell a story in a concentrated and concise way, with an eye on the flame of the match at the same time. If the match burns out or is extinguished before the story ends, the storyteller must stop the narration. The burning match helps to concentrate on the essence and to narrate the story in a straightforward manner.

Attention: The trainer must be aware of fire safety, and make sure not to trigger a fire-alarm system in the room with the smoke from the match. Storytellers should have a glass of water in front of themselves in order to be able to drop the match in to the glass before it burns their fingers. It is best to

use long matches, as suitable for gas ovens.
Never use this activity with children.


 The game is based on the method developed by “i-DIGital Stories – Stories Educational Learning Facilities” project, with the financial assistance of the Erasmus + program of the European Commission.

Ask the participants to evaluate the seminar by answering these three simple questions.

- One thing you have learned
- One thing you will do differently
- One thing you will share

We close the cooking part of the seminar sharing a big table with all the prepared dishes, drinks and music.
We clean the space and do the washing up.

4.6 Session 6


 The sixth and final session is dedicated to digital storytelling.

This session is intended to be a further development and a transfer of the praxis which were developed within the project “i-DIGital Stories, Stories Educational Learning Facilities”, which was implemented by some of the Healthnic partners with the financial assistance of the Erasmus + program of the European Commission. For a more complete overview of the references on digital storytelling, the facilitator should deepen the theoretical and practical aspect of this approach by consulting the Guide “Digital Storytelling in Practice, training manual for digital storytelling workshops”.

[1] Bán D., Nagy B., Digital Storytelling in Practice, training manual for digital storytelling workshops, output of the “i-DIGital Stories – Stories Educational Learning Facilities” financed by the European Commission n. 2015-1-IT02-KA204-015181, English version:

http://idigstories.eu/wp-content/uploads/2016/09/Digital_Storytelling_in_Practice.pdf, available in Italian, Hungarian, Greek and Polish on www.idigstories.eu

4.6.1 Introduction

 The goals of the sixth session are dedicated to digital storytelling and focused towards a process of further development and sharing the experience of the participants. The process that participants will follow encourage the deepening of the emotional dimension of the participants, in order to regain, enlighten and share part of the heritage of the participants.

At the same time, the process allows participants to gain new skills in the following issues:

- Self-awareness, within the group session which favour a gentle recall of personal dimensions
- Narrative, with the implementation of their own story to become digitalised
- IT, with the digitalisation of pictures, the creation of the storyboard, the process of video and audio editing

Process and steps of the 6th session

In order to favour a successful digital storytelling experience, the facilitator should consider the possibility that the participants are totally or partially unaware of what the digital storytelling process requires, so it is important to keep the following structure as a basis:

- Present the elements of digital storytelling
 - Describe the process and the timetable in clear terms (e.g., when to select the photos, when to write the narration)
 - Explain basic legal and copyright questions
- Outline the end of the process and the afterlife of the films (saving, publishing, creator’s right of disposal)

In this part, the participants should get acquainted with the

concept and methodology of digital storytelling, the framework of the stories, the process of the digital production and watch a few sample films (even though they may have seen some at the beginning of the project).

It is important that all questions are answered, all fears, reservations, and negative feelings about the process are dissipated.

Very Important:

The facilitator has to be experienced in coordinating group-sessions in order to be able to face and cope with the different dynamics that might arise from the participants during the various steps of the working process.

Each group of participants has their own dynamics.

The digital storytelling workshop is the final workshop of the Healthnic project and as such all the different dynamics should be revealed.

However some very powerful dynamics may arise when participants get in touch with their emotional memories.

It is fundamental for the facilitator to be ready for the unexpected, and be able to cope with that.

A suggestion is to always adopt a precautionary approach.


As the facilitator is not a qualified psychologist and/or psychotherapist, it must be made clear to the group at the start of the working session, that the digital storytelling session may create an emotional reaction, but this is not a therapeutic framework, nor a therapeutic group experience.

It is up to the facilitator's competence, qualification and responsibility to deal with any emotional dynamics which might arise during the process.

That is why it is up to the facilitator to decide if the participants are going to work in groups or as


individuals to produce their digital stories, judging what is best for them and for the working program.

4.6.2 The storytelling circle

 After clarification of the group agreement, the facilitator should open the working sessions by proposing some activation and ice-breaking activities:

- Warm up the participants and have them ready to begin writing their stories.
- Create trust so that the participants can open up and find their story by trusting and inspiring one another.
- Work on the draft of their story from which they will ultimately create the narrative of the film.

The process of writing begins with the story circle. The facilitator should use of one digital storytelling game.

 The word “game” should be used with caution when introducing the story circle because it can be scary, intimidating or even alienating for some. If an atmosphere of trust has already been created between participants, games can be talked about more freely.

Game: Personal photo / item / ingredient

Photos, ingredients or special items are personal objects and people interpret them in a very personal way.

It can be very instructive if storytellers bring an especially important ‘object’ with them to the workshop, and then swap with another group member, thus ending up with a new and unknown object in their hands.

Each participant has to make up a story that they think is connected to the unknown object. After everyone has described the object and told the story they made up, they are returned to the owners, who then tell the real story.

This is an interesting exercise to illustrate how the same

object can be approached in different ways. It also provides the participants with an opportunity to let their imaginations run loose, and thus start to think of a personal story they want to tell.

Especially in this part of the process, emotional content might arise out of the process of memory-recall. Due to the personal stories of the participants, these emotions may be particularly strong and important. One recommendation for the facilitator pay attention exercise due care during these moments, in order to guarantee that everyone is protected and respected through any emotional flow.

Remember, it is down to facilitator's competence, qualifications and responsibility to deal with and take care of any emotional dynamics and content.

By the end of the circle, ideally all participants should find the stories they want to tell so that they can elaborate on the writing and recording steps of the workshop.

There are some basic principles and rules which the facilitator has to follow, and to repeat as necessary, in order to support a climate of protection within the group.

The basic principles of the storytelling circle are the following:

- each and every participant should play an active part, including the facilitator and technical support members (if there are any)
- nobody should feel the need to be sorry or apologize if there is something they do not understand, or is beyond their ability or confidence
- the essence of the story circle is trust: whatever is said there cannot leave the room
- participants do not judge each other or each other's work.

4.6.3 The writing

The writing part is usually expected to be the easier part of the working session, however due to the variety of experiences from the participants, it is not as easy as it might appear. This part allows participants to implement and practice the following competences:

- Learning how to express thoughts in a cohesive and well structured manner and put them down in words.
- Learning useful tips about story writing.
- Learning how to write a short story.
- A simple but clear script has to be finished by the end of this step, which the participant will read out at the recording phase.


By the end of the story circle all the participants should reach the point where they are ready to decide on the story they want to tell, and in an ideal case they also prepare a first written draft.


After making the necessary modifications and – if necessary – consulting with the facilitator, the final and typewritten story is ready to be read out.

Those who have problems with reading or don't feel comfortable with it, can tell their story directly to the trainer.

The script

For the script it is best to think in simple, short sentences, taking care of using expressions and idioms characteristic of those writing it. The text should be between one hundred and eighty and three hundred and twenty words. It is worthwhile reading the text aloud before finalising it so as to understand the length of the final film, which should be roughly two minutes. Everyone should be allowed to spend the necessary time to develop their story.

 If possible, the workshop should be organised so that participants are able to sleep on their story before finalising it. After all the participants are using digital methods to tell their personal stories, and that should be the most important aspect of the Digital Storytelling workshop.

 The trainer should help not only those who are experiencing difficulties with their stories however, the trainer should also assist those who are overconfident. Some people may be sure of their work, of their stories on paper, but often their written stories are not well thought out or sincere enough. In such cases, as with participants who are experiencing difficulties, the best way to help is by asking purposeful and relevant questions to fine-tune the stories in a way that does not directly interfere with the writings.

Useful tips for the storywriting⁴

How to start

- Do not sit looking at a blank sheet. Give yourself a time limit and just write. Do not judge at the beginning.
- Remember that spoken words are only heard once, in contrast to the written word which can be re-examined. Clarity is important. Avoid repetition unless it is deliberate.
- Find other words. Do not use literary expressions or connecting phrases like “as I mentioned before”. They will jar on the ear.
- Find your own voice. Do not imitate. Be aware of how you like to use words and have the confidence to use your own idioms.
- Picture what you are writing about in as much detail as possible – feelings, colours, textures, smells. This will influence how you write.
- You do not have lots of words so plunge in. There is no need to tell the story in a linear way, even though

it will require a beginning, middle and end. Find what is most arresting and start there. It may be from any point in your narrative.

- Do not get too attached to the exact facts. Do not let them get in the way of the truth.

[4] Recommendations of Gilly Adams, director of the BBC’s writer development unit at BBC Wales, for getting the story down on paper.

Refining and completing the story:

- Try your story on others and get feedback. What works and what does not? Are you being clear? Have you left out something important that was there originally?
- Less is more. Expect to rewrite and rewrite. Edit rigorously. What is the essence of your story? Attempt to express that in one sentence. Now make sure that you have nothing unnecessary. Does everything move the story on?
- Avoid cliché and banal sentiments. Look for a fresh form of words.
- Generalities are lazy and close things down. The specific, well observed detail is what will resonate.
- A story needs structure. The end needs to have some connection with the beginning to be satisfying. Think of stepping stones. When you reach the other bank of the river you should still be able to see the bank from which you started your journey.
- And the stepping stones are important. They are the steps that build the story. Make sure you have not missed a vital step out.
- Treat your story with respect, as though it were the best story in the world.

4.6.4 The recording



Goals

- Preparing all the necessary elements in order to make the film.
- Learning the basics of voice recording.
- Researching for photos and videos on the web - good practises.

The voice recording

The technical part of digital storytelling begins with the voice recording.

Both the technical quality and the “subjective feel” of the recorded voice are crucial for the success of digital storytelling. The trainer should make sure to find an appropriate venue for the reading out and recording of the stories.



In order to find the right venue for the voice recording it is worth knowing a few practical tricks. Try to find a room where the furniture consists of soft, upholstered armchairs and seats, where there is wall-to-wall carpet and many curtains, if possible. These can help a lot in absorbing the echo. Test the room by clapping and listening to the echo being absorbed. If clapping does not echo at all, the result is perfect.

Exclude external noises as much as possible and make sure there is no noisy street, crowded footpath, corridor or electric devices in standby mode nearby, or an elevator next door. Everything which is audible for the human ear will be audible on the sound recording too, diminishing the audibility of the narration. If the text is not recorded in the proper circumstances, it can ruin the whole film. If there is no other option, a fairly good recording can be made even inside a car if parked in a quiet place with all the doors and windows

closed. In any case, always make a test recording before the actual recording of the voiceover in order to verify its clarity and quality.

During recording time, mobile phones should be completely switched off (mute is not enough as the radio waves generated by the phones may interfere with our recording) and placed as far away from the voice recorder as possible. Or even better, do not bring them in the room at all if possible. The voice recorder should be placed in the farthest position away from all kinds of electromagnetic devices (switched-on computer, telephone, radio, modem, etc.), because they – just like mobiles – can have noise inaudible to the human ear but very much audible in the recording.



The facilitator makes sure the text is followed and draws the participants’ attention to any mistakes. It is not a problem if the storyteller cannot read the text without mistakes in one sitting. This is not the point, as mistakes can be easily corrected during the edit.



To correct mistakes the wrong sentence or paragraph should be repeated, otherwise there may be a leap in the text during the audio editing. It is always best to mark the parts with mistakes on paper, this will provide a reminder of where to make the correction when editing the recording.





The facilitator also follows the text with an “external ear” and may help to adapt the text better to the personality of the storyteller and the mood of the story.


For everyday people reading out a text and recording it can be a challenge. People generally do not like to hear their own voices played back, which may sound strange from outside. If there is dissatisfaction with the recording, do not hesitate to make several versions until our own voice is found.




A basic rule of recording is to make at least two recordings of the complete text.

 Image recording (digitising, taking photographs)
The recording phase includes the digitising of photos (drawings, figures, etc.), and the taking of new photographs if necessary. Part of the pictures used for the digital storytelling process can be paper prints; these have to be scanned for digital/computer usage. Photos made with a digital camera or downloaded from the internet or social media sites can also be used for the storytelling.

 When using them, there are two important aspects to consider: the size and resolution of the picture and the question of copyright. Avoid using pictures taken by a third party – not ourselves or someone we know – as much as possible. If our story requires that we complement our short film with photos downloaded from the internet, it must be checked that they are free to use (cc- creative commons, copyright free) and do not have any recognisable people on them. If photos from social media sites are needed, only use those that are connected to us or to people we know, but before they are publicly shared permission must be obtained from the persons concerned. In the case of photos downloaded from the internet or photos taken or scanned, ensure they are of a high resolution (at least 1280x720 pixels, 300 dpi; JPEG or TIFF format).


 To illustrate a two-minute short film, using fifteen to twenty photos is recommended – if less are used, the pace of the story will become too slow, if we use more, it will be too rapid and hasty. It is therefore important to choose the right amount from the photos available.

 Video clips, music
There are digital storytelling movies where it is possible to use video clips, music and other effects to produce

the film. Their use is justified only in cases when the element in question is closely connected to the story and enhances its message or its understanding. In the editing process, the trainer has to deal with all three elements carefully so that they do not divert viewers' attention from the story. The volume of the music and the effects should not kill the storyteller's voice and it should not hamper intelligibility and the general effect of the movie. An ill-chosen or not rightly set (sound-mixed) effect or clip weakens the strength of the movie, can ruin dramaturgically high points, and in extreme cases can even discredit the message.


 Whenever using outside material – video clips, music, special effects – copyright should also be taken into consideration. Any music, effect or video clip which is not made by us, does not belong to the public domain and is not Creative Commons (copyright free), is bound to copyright and/or permission.

4.6.4.1 The storyboard

 When all the writing process comes to its end, it is the time to transfer it into the storyboard, which will represent the basis for the audio and video editing.


This process is based on:


- The participants will decide in which order to put all the elements they have created / gathered in order to tell their story and make their film.
- Learning what is a storyboard and how it is useful. (It has already been used in the previous workshops without knowing it).
- Combining words with pictures.
- Learning the importance of visual communication.


 It can be very helpful for the participants to make a storyboard, based on their script and photos. This is a simple two-column table, one column of which has the text divided according to a


certain rhythm

- usually sentence by sentence, paired with the appropriate photos in the other column.


 This format can be achieved through computer software or even with pen and paper. Any medium can be used as long as the participants can match their story with their chosen photos. Whatever the facilitator believes is easier for the participants. In the appendix you can find a script and storyboard as an example.

 The storyboard makes the proportion of pictures vs. the text in the story visible. When picturing and drafting their story participants often miscalculate the amount of necessary and available pictures, but after finishing the storyboard it becomes clear whether there are enough photos for the whole length of the film and whether they are distributed proportionately, according to their dramatic weight.

 In general, a few sentences is generally the right amount of text for one photo, thus allowing for an evenly-paced, easy to follow film to be made. Of course, there can be deviations from this guideline if the emotional rhythm and the dramaturgy of the film make it necessary.

 The storyboard stage is optional however it can assist participants visualise their story prior to editing, thus making it easier to make any changes without having to navigate through a new software.

4.6.5 Editing

 The editing part of the session is dedicated to implementing the IT skills of the participants, as it allows to increase:


- Learning basic sound, image and video editing


skills.

- Acquiring basic ICT skills by using the chosen editing software.
- Creating a short film telling a personal story.
- Gaining a sense of fulfilment by creating a film.

In order to make digital stories, completing several editing steps is required:

- The recorded sound has to be gapped and mistakes and stops removed, after which the voiceover is completed, giving the backbone of the story
- Images have to be edited, if necessary (e.g. cut to size, set the contrast ratio, etc.)
- The edited and cleansed voiceover, the photos adjusted to it and the opening title together make up the edited digital story.

 The film can be made by the facilitator based on the storyboard with the collaboration of the storyteller, however after learning the basic skills of the editing process participants may be able to make their own digital stories.

 There are quite a few editing software applications on the market with versions that are often updated or changed, and also because different programs have to be used for PC and MAC computers, the present manual does not wish to provide specific technical aid.

There are readily available free audio and video editing software applications, which however are not always compatible with each other, or the editing of the voiceover and the gapping of the images requires separate processes. There are also editing systems accessible on-line, which however require broadband internet access throughout the work process. Complex editing software programs installed on the computer can also be used, which – despite being rather complicated – usually offer a handy solution for making short films.

The use of software depends on the technical background of

participants or the training place. (If there are enough computers, the training place can provide the technical capacity needed.) Consequently, the technical means and approaches of editing and producing the films depend on the software used, as well as the facilitator and the storytellers. Here are a few pieces of general advice and some guidelines.

- The facilitator must be familiar with the given software.
- At the beginning of the workshop the technical status of all the computers to be used in the editing has to be checked and the software has to be tested on them. -Technical preparations should not take time from editing. (It could be done in the previous workshops by an assistant.)
- Participants have to be given a presentation of the whole editing process at the beginning of the technical training, and they have to have explained step by step how to produce their own short films with the given software.
- During the demonstration participants have to pay attention only to the facilitator; at this point they should not yet begin to try what they have heard on their computers.
- Enough time must be allowed for participants to discover the software and make the film at their own pace.
- If there is need, the facilitator should assist participants. Give them cinematographic advice or help them in the technical fine-tuning.
- The film must have a title which appears at the opening of the film. Whether the name of the creator appears in the opening title is optional.
- It is important that pictures should have the proper resolution. Bad quality, low definition pictures destroy the general effect.

- Avoid using too many visual effects. Digital effects (the slight moving of still pictures, transitions between photos, highlighting certain details, etc.) may help in making the story more movie-like, but should only be used if the dramaturgy justifies it. The facilitator may give advice as to the use of digital effects, but it is basically a question of taste.
- If there is a blockage before finalizing the film, show it to someone else, preferably to the facilitator.
- Once the film is produced, it is worth saving it in good enough quality, making sure the file is not too big (the following formats are recommended: mov, mp4, mpeg, avi), for future use, including uploading on the internet.

It is easy to underestimate the time needed for editing. Although it is basically a single technical process, creativity plays a key role in the end result. Editing is however a rewarding and enjoyable process, such as when the short film is beginning to take shape from different elements, or when it acquires new momentum and a new meaning following a tiny change. A small adjustment in the editing can have a huge effect on the outcome.

When the editing process is finished and the film is ready, the editing software “merges” (exports) the elements together according to the specified parameters, thus producing a video file (mov, mp4, mpeg, avi, etc.), which can be presented to or shared with the public any time.


4.6.6 Sharing (private screening)

This step of the working session is dedicated to the sharing of the results. Depending on the scheduled time, this part can be done at the end of the working day, or as part of a final meeting totally dedicated to feedback, evaluation and restitution of the common experience.

This part of the process is dedicated to:


- The participants share their films with each other.
- Learning how to open up and share a personal creation.
- Realising the power within oneself. If focussed - things that seems impossible at first sight become possible. (in this case the creation of a film)

Digital stories are made to be shared with others, but sometimes a film can be produced whose creator does not want to share it with the broader public in the end, only with fellow participants of the workshop. As a conclusion to the process participants of the workshop show each other the finished films. The screening is the coronation of the participants' hard work. It is a festive occasion when the storyteller steps out of the closed world of creation and stands before the others. This may be accompanied by stage-fright and anxiety.

 The facilitator should strive to make the screening an event worthy of its importance. The room should be arranged in a way that the screen can be seen by everyone and blacked out if necessary. Use high-quality video and audio equipment.

The facilitator should introduce each film with a few personal words, in order to dissipate the storyteller's discomfort and ensure that the work receives proper attention. At this stage the facilitator should abstain from any critical remarks and should not give other participants the opportunity to do so. All the participants should be present at the screening.


4.6.7 Debriefing

 This final step is as important as the first, because a clear and honest closure of the session will allow participants to value their efforts and empower the lesson-learnt. During this step it is important for the facilitator to share also its emotional part together with the feedback and restitution of the whole work that was done.


The important moments include:

- Discussing the process of the seminar (both the cooking and digital storytelling workshops)
- Sharing the experience of the process
- Make clear future uses of the created films

The closing of the digital storytelling workshop is a short group discussion when each participant gives feedback to the group and the facilitator on the whole process. This is the time to share personal experiences, not so much to talk about the finished films; and criticism of them is absolutely out of the question.

 In the closing circle each participant should say something, including facilitator and assistants. To encourage participants to speak up, they can be asked to tell:

- One thing they have learned.
- One thing they would do differently.
- One thing they would share.

 During the debriefing, the future of the films should be made clear.

The finished film is the intellectual property of its maker and in the future it can only be used with their – preferably written – permission (ANNEX).

It is the filmmaker who decides about the audience the film will be available to. This may range from complete refusal through to partial permission (when the film is made available for a


limited audience e.g. for educational purposes), to permission for the widest possible audience (complete availability for everyone through the internet).

The facilitator should reassure the participants that they can change or revoke their written permission any time.

This means they can give permission later to publish their film on the internet or may request its removal from the worldwide public domain (e.g. from a website managed by the facilitator).

After the final debriefing step, there could be an optional public screening if the participants agree to it. The facilitator should ask the permission of the participants to screen their films publicly. That way other people (family, friends, etc.) can watch the films and learn about the participants experience and the project.

4.6.8 Public screening (optional)

 This step is totally optional, and it depends basically on two conditions: the given or not-given approval of participants to share their digital storytelling videos, and the opportunity to show the videos publicly.

In the case of the facilitator including this option, the goals should be:

- Sharing the joy of the Healthnic project with a larger audience.
- Spreading the acquired knowledge of a healthy multicultural diet.
- Widen the participants social circle.
- Creating a sense of belonging.

This should be a joyous event that could be accompanied with food and music. After all the Healthnic project is all about interacting in a multicultural environment and gaining cultural knowledge, awareness and understanding of each other through food.

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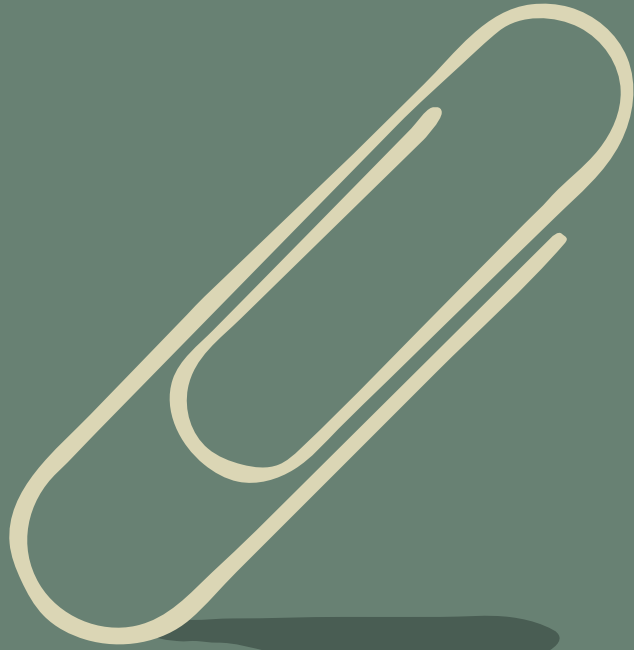
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Useful links

- Methodological guide, toolkit and examples of digital storytelling: www.idigstories.eu
- Center for Digital Storytelling: <http://www.storycenter.org/>
- Anthropolis, Storycenter (Hungary): <http://storycenter.hu/>
- Historypin: <http://www.historypin.com/>
- Daniel Medaows, Photobus: <http://www.photobus.co.uk/>
- Breaking Barriers: <http://www.breakingbarriers.org.uk/>
- Cowbird: <http://cowbird.com/>
- Patient Voices: <http://www.patientvoices.org.uk/>
- Storyworks: <http://www.storyworksglam.co.uk/>
- Digistories: <http://digistories.co.uk/>
- Historiana: <http://historiana.eu/>
- MemOro – Bank of The Memories: <http://www.memoro.org/index.php>
- Queensland University of Technology, Australia: <http://digitalstorytelling.ci.qut.edu.au/>
- DeTales (European stories): <http://detales.net/>
- K-Values (Empowerment stories): <http://www.kvalues.eu/>
- Diamond (Digital storytelling in museums): <http://www.diamondmuseums.eu/project.html>
- IntegrArt (Digital stories with immigrants): http://fotomemoria.eu/integrart/?page_id=8
- X-story (Digital storytelling in schools): <http://www.storycenter.hu/x-story/>
- More links: http://www.freeeslmaterials.com/digital_storytelling.html
- Guide for digital storytelling: <http://www.schrockguide.net/digital-storytelling.html>

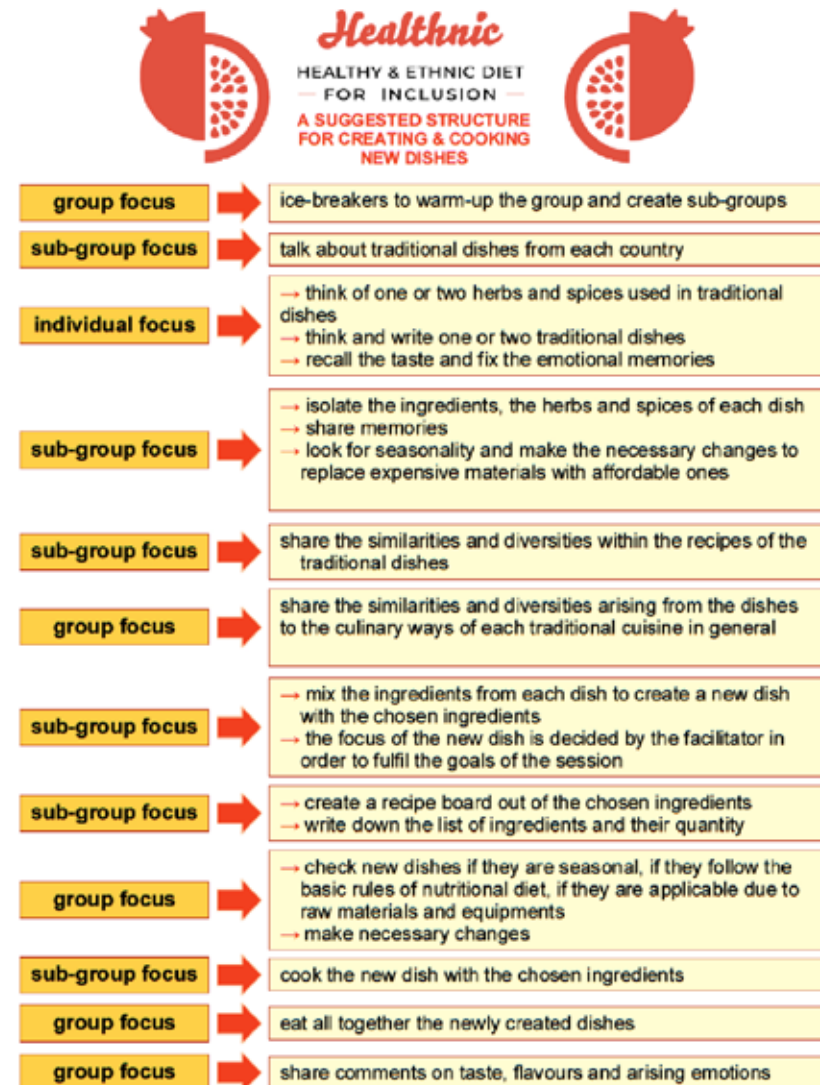


Annexes



ANNEX 1

A suggested structure for creating and cooking new dishes



ANNEX 2

Digital Storytelling – Script (SAMPLE)

Title: The Friend that I didn't choose

My accordion is my best friend and also my worst enemy. I didn't choose it. My father stressed 2 things in my life: to learn swimming and to play a music instrument. The nearest music teacher to my house was an accordionist. So I started to learn accordion. When I began I was 13. At this period, the accordion was a „has been” instrument. And I was not proud of it. But slowly it became a part of my life. My life gave me different occasions to give up playing, when I went to the University, when I began to work... I never put it down. I have won some prizes, I have played in front of different audiences with mixed feelings: love – hate. When I decided to make a break in my life and moved to a small Island in Greece, of course, I brought my accordion. Here, it became a tool of my integration. Without any words, I was accepted by a group of old men who play Greek music. One of them, Manolis, an old fisherman, bouzouki player, took care about my desire to discover this music language. Every day, he came to my house to teach me and my partner, rhythms, melodies, scales. I started here a new family. My daughter was born and gave us the opportunity to cement our relationship when we christened her with my new Greek family. After a while, some accordionists on the Island called me to participate in an accordion festival that they prepared. It was so successful that we decided to do it again. I brought my knowledge of organising. And for the next 5 years, I organised the only accordion festival in Greece.




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Digital storytelling- storyboard (Sample)

Title: The Friend that I didn't choose

Image	Voice
	My accordion is my best friend and also my worst enemy. I didn't choose it.
	My father stressed 2 things in my life: to learn swimming and to play a music instrument.
	The nearest music teacher to my house was an accordionist. So I started to learn accordion.
	When I began I was 13. At this period, the accordion was a „has been” instrument. And I was not proud of it. But slowly it became a part of my life.
	My life gave me different occasions to give up playing, when I went to the University, when I began to work... I never put it down.
	I have won some prizes, I have played in front of different audiences with mixed feelings: love - hate.

	When I decided to make a break in my life and moved to a small Island in Greece, of course, I brought my accordion.
	Here, it became a tool of my integration. Without any words, I was accepted by a group of old men who play Greek music.
	One of them, Manolis, an old fisherman, bouzouki player, took care about my desire to discover this music language.
	Every day, he came to my house to teach me and my partner, rhythms, melodies, scales.
	I started here a new family.
	My daughter was born and gave us the opportunity to cement our relationship when we christened her with my new Greek family.

	<p>After a while, some accordionists on the Island called me to participate in an accordion festival that they prepared</p>
	<p>It was so successful that we decided to do it again.</p>
	<p>I brought my knowledge of organising. And for the next 5 years, I organised the only accordion festival in Greece.</p>

Words: 284

Photos: 15

Music: None

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Consent form¹

Name
Surname
Contacts email or telephone

I understand that the intention of the [name of the project/institution] to make the digital stories available as an educational and learning resource is part of an international drive to improve the quality and attractiveness of lifelong learning education for adults, but that the project team can have no control over, or liability for, how they are ultimately used.

I consent to the use of my story as part of the project.

I consent to the above training program and consent to the photographing/videoing and publication of images of my involvement in the project/institution. I have obtained all appropriate permissions for materials used in the story.

I give my consent for my story to be published on the web: [web address].

Signature

Date:

[1] Ban D., Nagy B. (Anthropolis Association-2016), Digital Storytelling in Practice – This learning material has been produced within the ‘i-DIGital Stories – Stories Educational Learning Facilities’ project, financed by the European Commission

ANNEX 3

Nutritional Education

Health is defined in the World Health Organisation constitution of 1948 as “A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity”.

Our daily food choices have a big impact on our physical and mental health, and overall well-being.

Good and healthy food can be defined as real food that is unrefined and unprocessed as nature intended.

Good food provides the body with all the vital nutrients, vitamins, and minerals it requires to work its best. Variety, balance and moderation are essential to ensure we get the full range of nutrients for good health. Food acts as a foundation medicine and affects all systems of the body. When an active lifestyle with sufficient exercise and a positive attitude are combined with a well-balanced, varied and disciplined diet, there is no limit to good health.

Although the exact composition of a balanced healthy diet will vary according to each individual needs. Aspects such as their age, gender, lifestyle, physical and emotional health, physical activity, cultural environment, dietary customs and locally available foods. However the basic principles of what constitutes a healthy diet remain the same.

Vegetables, fruit, pulses (legumes), nuts and seeds are important sources of vitamins, minerals, dietary fibre, plant protein, complex carbohydrates, essential fats and antioxidants.

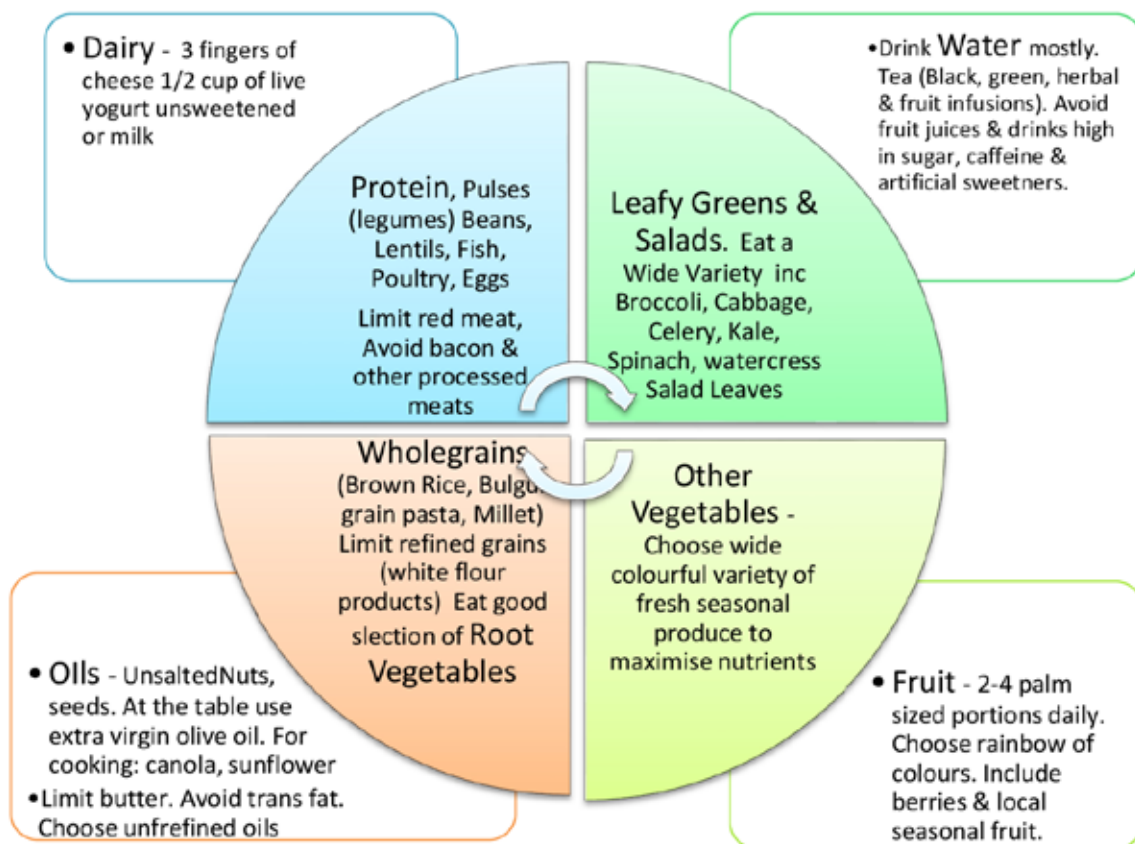
While we know that good nutrition and physical activity can help maintain a healthy weight

<https://www.safefood.eu/Healthy-Eating/Weight-Loss/BMI-calculator.aspx>

The benefits of good nutrition can also help:

- Improve mental health and well being
- Prevent risk of obesity
- Increase energy level
- Improve ability to prevent illness
- Improve ability to recover from injury and illness
- Lower high cholesterol
- Reduce high blood pressure
- Reduce risk of some diseases including diabetes, heart disease, stroke, some cancers, arteriosclerosis and osteoporosis

Dietary Food Plate as an example



Suggested Basic Rules of a Nutritious Diet

As the exact composition of a balanced healthy diet will vary according to each individual needs

- Drink Water Mostly
- Drink at least 1.5L of Water daily
- Tea (lightly infused black, green, herbal or fruit infusions)
- Limit caffeine
- Avoid fruit juices, added sugar, colours, chemicals and particularly avoid artificially sweetened drinks
- Instead for variety add to water slices of orange, lime, lemon, cucumber, ginger, leaves of mint, basil.
- Avoid drinking large sips of cold water with meals as water with meals dilutes the digestive fluids and slows digestion. Have small sips of water at room temperature and try to drink mostly away from meals.

Eat mostly foods derived from plant produce

Choose a wide variety that have little or no processing, these foods offer the most health benefits. The majority of our diet should consist of vegetables, fruits, whole grains, pulses (legumes) and smaller amounts a variety of unsalted nuts, seeds and plant-based unrefined oils.

Choose locally produced seasonal foods where possible

These are generally fresher, cheaper, have more flavour and taste better. Locally produced foods in season are harvested at their peak providing maximum nutritional

benefit, many nutrients decline quickly in the periods of storage and travel.
These also have less contaminant used to survive the long periods of travel and quarantine.

Eat vegetables

- 50% as a guideline of your plate should consist of a good variety of fresh seasonal vegetables
- Ensure vegetables are still crunchy when cooked to preserve and maximise vital nutrients
- Raw vegetables are great for snacks

Eat fruit

- 25 palm sized portions of a variety of fresh whole fruit
- Choose a wide variety of colours, particularly berries and local seasonal fruit
- Eat fruit either at least 30 mins before meals or separately to meals, or at least 2 hours after meals.
- Avoid eating fruit with dairy, particularly sour fruit with yogurt,
- Fast fermenting fruit such as berries, cherries, melon, mangoes, pears & peaches should not be eaten with other foods, other fruit such as apples, bananas and coconut combine well with starches such as oats, potatoes, rice, rye, wheat, bread and pasta

Eat wholegrains

- 25% as a guideline of your plate should consist of wholegrains such as brown rice, whole wheat pasta, whole grain bread, buckwheat, whole rye, bulgur, millet, whole wheat couscous, wholegrain barley, whole corn, quinoa.

Eat a wide variety of pulses (legumes)

- 25% as a guideline of your plate such as lentils, beans, dried peas, sprouts and in the form of organic soy products tofu, tempeh
- Excellent sources of vegetable protein and nutrients

Limit portions of animal protein

- Choose fish (salmon, trout, mackerel, herring, sardines), poultry and eggs
- Limit lean red meat
- Avoid processed meats
- Limit dairy, cheese to 3 fingers, kefir, ½ cup of unsweetened natural yogurt, glass of milk
- Include smaller quantities of nuts and seeds
- choose a variety of each, unsalted with no additives, preferably non sprayed
- include unrefined plant based oils (olive, canola/rapeseed, oleic sunflower oil) in cooking and at the table.

Regularly consider alternative choices to vary diet.

- Choose fresh seasonal produce in order to maximise nutrients and enjoyment of preparing, cooking and eating these delicious natural real foods
- Plan tasty snacks and meals in advance to include nutrientdense foods and also low in calories.
- Remember Good daily choices impact on our health and wellbeing

Salt

Real raw salt is an excellent source of vital minerals, containing on average 80 essential trace minerals and elements required to support and maintain a good mineral balance in the body.

This raw salt should not be confused with the more commonly used variety labelled as table salt, cooking salt, sea salt.. This denatured type of salt is highly processed, highly refined, and is stripped of its minerals. It is bleached to give its clean white colour, has added anti-caking chemicals, and contains other synthetic chemicals and additives to stabilise the additives. It is highly toxic to all systems in the body. Holds no nutritional benefit to the body and furthermore depletes the body of other vital nutrients. It is directly associated with many serious health problems including high blood pressure and hypertension as the body struggles to remove this toxic element from the heart and other organs in the body.

Raw salt is the only type of salt that can be properly used, digested and assimilated properly in the body. This natural real salt is unprocessed and unrefined. The components of natural raw salt and its necessary minerals and elements help regulate:

- the immune system
- blood and heart
- bone and muscle health
- hormone health
- kidney health
- removal of toxins
- relieve stress and depression
- skin health
- respiratory ailments
- sleep

Avoid processed foods, restaurant, fast foods, that are high in salt.

Avoid table salt, this is highly processed and bleached, losing the naturally occurring mineral elements

Only use raw whole salts labelled “unrefined”, “unprocessed” or “natural”, such as rock salt, or sesame salt

Reduce your salt content by using a variety of alternative flavourings or seasonings such as black pepper, herbs, spices, garlic, lemon juice.

Use in moderation thereafter and where possible substitute salt with other high sodium foods such as seaweeds, beets and their greens, celery, kale, parsley and spinach increasing flavour and nutrition.

Other uses of raw salt

Skin inflammations, sore throats, bleeding or inflamed gums, abdominal pain due to poor food, bloating

To preserve nutrients from being destroyed before or after consumption:

- Avoid overcooking vegetables and fruit as this can lead to the loss of important nutrients
- Avoid processed foods with more than five ingredients listed – Recipes are great, but avoid processed
- Avoid refined foods (refined sugar, refined salt, white flour foods) and refined oils
- Avoid foods with added fats/products rich in fat, choose unrefined plant oils
- Avoid foods with added sugar, artificial sweeteners and sugary drinks
- Avoid foods with table/cooking salt that is highly processed and bleached
- Avoid chemical additives and preservatives in food and water
- Limit salt, instead of salt season with other herbs and spices
- Limit intoxicants: caffeine (coffee, tea, chocolate), nicotine, alcohol
- Avoid rich greasy food and highly seasoned food
- Avoid overeating, hurried eating without chewing properly, eating late at night.

The way we eat is as important to our wellbeing as what we eat.

Chew all food well. Plant foods especially wholegrains must be chewed well to release full nutritional value to the body.

- Set a time to eat with others (where possible) in a clean environment surrounded by pleasant sounds, aromas and conversation.
- Eat consciously and with moderation.
- Drinking water with meals dilutes the digestive juices, a small amount (4 ounces) is fine however.
- Enjoy and appreciate your food!
- Relaxation (not sleep) after food helps digest food and sleep well at night.

Differences in nutritional needs consistent with the climate and the raw materials found to the host country relative to those of the country of origin.

Health problems that may arise if this is not taken into account.

There are numerous health risks to the body and as a result to the mind with change in diet if not balanced.

Individuals coming from sunnier climates may be accustomed to a wide variety of seasonal local produce acting as functional medicine to the body. It will be important to research nutritional content of those foods to ensure a good nutritional replacement can be included in the new diet and not a poorer quality processed

variety consumed in its place.

Lack of sunlight common in colder climates, can cause seasonal affective disorder known also as S.A.D and “winter depression” in many individuals. Cravings for carbohydrate rich foods are common when affected by winter depression, many reporting feeling better during and after carbohydrate consumption. It is important to choose a healthy complex carbohydrate option rather than reaching for cakes, cookies etc that will result in additional deterioration to health and wellbeing. Some of the best choices of complex carbohydrates include brown rice, legumes, millet, whole oats, whole grain breads and pastas. Vitamin deficiencies particularly vitamin D deficiency can contribute to depression and damage your health. Essential healthy fats are used to aid the absorption of vitamins A, E, K and D. Healthy fats to improve your diet include fish, nuts, nut butters, olives, avocados and soy bean products

Dietary Fats

Type of Fat	Trans Fat	Saturated Fat	Polyunsaturated	Monounsaturated
Which to select?	Avoid entirely any foods that list 'hydrogenated' or 'partially hydrogenated' oils in their ingredients	Choose less often. Limit consumption 16-20mg per day (2,000calorie diet)	Choose these instead of foods with saturated or trans fat	Choose these Instead of foods with saturated or trans fat
Sources	Found in fast food, fried foods, processed foods particularly long shelf life foods, commercial baked products (such as cakes, cookies, pizza, pies, bread, cereals) most margarine & other spreads	Animal fats and animal products including Meat, butter, ghee, cream, cheese, chocolate, whole milk and other high-fat dairy products Plant-based tropical oils such as coconut, palm. Coconut, coconut milk	Plant based oils Including safflower, sunflower, walnut, corn, flaxseed Fatty fish such as salmon, sardines, mackerel, herring and trout Walnuts, sunflower seeds, tofu and soybeans	Plant based oils including olive, sesame, oleic sunflower, oleic safflower Avocados, Olives, cashews almonds and most other nuts and seeds
State at Room Temperature	Solid or semi solid	Solid		Liquid

Type of Fat	Trans Fat	Saturated Fat	Polyunsaturated	Monounsaturated
Effect on cholesterol level compared to carbohydrate	Can raise harmful cholesterol (LDL) & lower beneficial cholesterol (HDL)	Raise cholesterol levels inc LDL (bad) cholesterol	Help reduce LDL (bad) cholesterol levels however also decreases HDL (good) cholesterol by equal amount	Help reduce LDL (bad) cholesterol levels and improve HDL (good) cholesterol levels
Risks / Benefits	Eating trans fats increase your risk of developing heart disease, stroke, arthritis, cancer, ulcers	For long term total vegetarians Moderate amount of saturated fat from plant sources is generally not harmful	*Contains 2 separate types of fatty acids: omega 3's and omega 6's *Helps metabolism *Anti-inflammatory effects *Improves cognitive & brain health	*Help protect against risk of heart disease *May improve insulin sensitivity *Helps body use fat properly *Help weight loss *Improve mood *Strengthen bones *May reduce cancer risks

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World Health Organisation, Constitution of WHO: Principles

<http://www.who.int/about/mission/en/>

<https://www.safefood.eu/Healthy-Eating.aspx>

<https://www.safefood.eu/Healthy-Eating/Weight-Loss/BMI-calculator.aspx>

<https://cancer-code-europe.iarc.fr/index.php/en/ecac-12-ways/healthy-body-weight/52-healthy-body-weight>

ANNEX 4

Basic Culinary Terminology

Bake -To cook in an oven in dry heat

Baste –To moisten foods during cooking to add flavour and prevent drying

Beat -To mix ingredients together using a fast, circular movement with a spoon, fork, whisk or mixer

Blend -To mix ingredients together gently with a spoon, fork, or until combined

Boil -To heat a food so that the liquid gets hot enough for bubbles to rise and break the surface

Broil or Grill -To cook under direct heat

Brown -To cook over medium or high heat until surface of food browns or darkens

Chop -To cut into small pieces

Dice -To cut into small cubes

Dissolve – to combine one dry ingredient with another wet ingredient to form a solution

Drain -To remove all the liquid using a colander, strainer, or by pressing a plate against the food while tilting the container

Flake - To break lightly into small pieces.

Fry - To cook in hot fat. To cook in a fat is called pan-frying or sautéing; to cook in a one-to-two inch layer of hot fat is called shallow-fat frying; to cook in a deep layer of hot fat is called deep-fat frying.

Garnish - To decorate a dish both to enhance its appearance and to provide a flavourful foil. Parsley, lemon slices, raw vegetables, chopped chives, and other herbs are all forms of garnishes.

Grate or Shred -To scrape food against the holes of a grater making thin pieces

Grease -To lightly coat with oil, butter, margarine, or non-stick spray so food does not stick when cooking or baking

Grill – To cook on or under a grill of intense heat

Knead – To press, fold and stretch dough until it is smooth and uniform, usually done by pressing with the heels of the hands

Lukewarm - Neither cool nor warm; approximately body temperature.

Marinate -To soak food in a liquid to tenderise or add flavour to it (the liquid is called a “marinade”)

Mash -To squash food with a fork, spoon, or masher

Mince -To cut into very small pieces, smaller than chopped or diced pieces

Mix -To stir ingredients together with a spoon, fork, or electric mixer until well combined

Pan Fry - To cook in small amounts of fat or oil

Parboil - To cook food in boiling water for only a short amount of time to retain the colour, to help preserve nutrients and to firm foods, such as vegetables

Peel - To remove the peels from vegetables or fruits.

Pickle - To preserve or expanding lifespan of food by either fermentation in brine or immersion in vinegar.

Pinch - A pinch is the small amount you can hold between your thumb and forefinger.

Poach- To cook very gently in hot liquid kept just below the boiling point.

Puree - To blend, grind or mash food until it is a thick, smooth, lump-free consistency

Preheat -To turn oven on ahead of time so that it is at the desired temperature when needed (usually takes about 5 to 10 minutes)

Reduce - To boil down to reduce the volume.

Refresh - To run cold water over food that has been parboiled, to stop the cooking process quickly.

Roast - To cook in an oven with dry heat

Sauté -To cook quickly in a little oil, butter, or margarine

Shred - To cut or tear in small, long, narrow pieces.

Sift - To put one or more dry ingredients through a sieve or sifter.

Simmer -To cook in liquid over low heat (low boil) so that bubbles just begin to break the surface

Steam -To cook food over steam without putting the food directly in water (usually done with a steamer)

Sterilise - To destroy micro-organisms by boiling, dry heat, or steam.

Stew - To simmer slowly in a small amount of liquid for a long time.

Stir - To mix ingredients with a circular motion until well blended or of uniform consistency.

Stir Fry -To quickly cook small pieces of food over high heat while constantly stirring the food until it is crisply tender (usually done with a wok)

Toss - To mix the ingredients, such as salads and pasta, by using a light lift and drop method.

Basic Language Literature (food vocabulary)
An example.



Taken from:
www.fluentland.com/groups/fruits-and-vegetables-vocabulary/forum/topic/fruit-vegetables-vocabulary-2/

ANNEX 5

Properties and uses of herbs and spices

“...Let food be thy medicine and medicine be thy food...” - Hippocrates (c.450- c.380 B.C.E)

Herbs and spices are a great source of antioxidants known to help food preservation, add flavour and sensational variety to food. They are also used in teas, beverages, condiments and home remedies. Scientific research is showing what has been known for centuries in the East of the extensive range of health benefits and properties. Providing powerful antioxidants, hormonal protection, high vitamin and mineral content that is too extensive to list for each. Evidence of their wonderful health properties include anti-inflammatory benefits, anti-bacterial, anti-fungal, antiseptic, anti-diabetic type 2, anti-asthma activities, benefits to gut bacteria, neuroprotective and ongoing research showing their help in protecting against development of non-communicable diseases such as cardiovascular diseases, cancer, chronic respiratory diseases, diabetes. Great skin due to improved collagen production, better immunity and general maintenance of health.

Herbs and spices can be used in recipes to partially or wholly replace less desirable ingredients such as refined salt, sugar and unhealthy fats. Sprinkling a little over or adding to foods will elevate your intake of vital vitamins, minerals and micronutrients, transforming foods of low nutritional content and leftover foods.

The following list is a variety of commonly used herbs and spices, some of their many uses and selection of their extensive properties.

All Spice

- Antioxidant, antiinflammatory, antibacterial
- Vitamin K, A and C, magnesium, manganese and many other vitamins and minerals
- Warming, indigestion, muscle pain, menstrual problems, fever, colds, toothache,
- High blood pressure, emptying bowels, flatulence, abdominal pain
- Helpful for inflammatory conditions such as arthritis and inflammatory bowel conditions,

Some uses of All Spice include:

- Teas, beverages, cakes, cookies, cooked fruits, puddings, pies, sauces, relish
- Stews, soups, marinades, curries, roasted vegetable dishes, lamb, chicken, poached fish,
- Carribean cuisine, Middle Eastern dishes

Basil

- Antioxidant, antiinflammatory, antibacterial
- Source of beta carotene, vitamin K & C, calcium, magnesium, iron, manganese, potassium
- Arthritis, allergies, and inflammatory bowel conditions

Some uses of Basil include:

- add at end of cooking time
- Pesto, sandwiches, with tomatoes, salads, soups, stirfries, bean dishes, green beans, peas, sorbet,
- Egg dishes, marinades, bolognese, chicken, tomato sauces, pasta

Bayleaf

- Antioxidant, antiinflammatory, antibacterial, antiseptic, antiviral,
- Rich in vitamins and minerals
- Reduce inflammation, arthritis, joint pain, soothe muscles,
- Balance blood sugar, diabetes, reduce bad cholesterol,
- Digestive problems, reduce congestion, healthy scalp, help healing of wounds,
- Reduce stress and anxiety

Uses of Bay leaf remove whole leaves from food before serving

- Used in bouquet garni with thyme, sages, celery & basil.
- Tea, chutneys, sweetbreads, custards,
- Stews, soups, sauces, pates, rice dishes, vegetables dishes, beans, poultry, meat, seafood

Black pepper

- Antioxidant, antibacterial
- Good source of manganese, vitamin K , iron
- Helps digestion, prevent flatulence, promotes sweating and urination
- Breaks down fatty cells, lower blood lipids, inhibit cholesterol absorption

Uses of black pepper include: always use whole pepper corns and peppermill

- Grind it on anything, even sweet dishes!
- Add it at the end of cooking as it becomes bitter with long periods of cooking

Caraway

- Antioxidant, antibacterial, antifatulent properties.
- Excellent source of vitamins minerals inc . calcium, phosphorous, manganese
- Digestive benefits including symptoms of irritable bowel, bone health,
- Soothe muscles, sleep benefits

Uses of caraway

- Breads, biscuits, cheese, salads, soups, sauces, casseroles, vegetable, fish, meat and sausage dishes
- Deserts, liquors

Cardamom - an important ingredient of Garam Masala

- Antioxidant, antiinflammatory, antibacterial, antispasmodic, antifungal
- Rich in vitamins, calcium, sulphur, phosphorous, magnesium, zinc
- Sooth digestion, flatulence, relief of acidity, nausea, vomiting, aids digestion, decongestant, warming and drying qualities within the body, oral health, bad breath, sore throats, mouth ulcers,
- Urinary problems, diuretic, remove toxins, improves appetite
- Muscle and joint pain, cold and flu symptoms, bronchitis, coughs, help stress and depression
- Inflammation, lower blood pressure, cholesterol control, circulation, , respiratory allergies, believed to help prevent growth of cancer cells, traditionally used as an aphrodisiac

Uses of cardamom

- Teas, beverages, deserts, cakes, puddings, tarts, cookies
- Curries, rice dishes, vegetable dishes, meat dishes

Cayenne

- Antioxidant, antiinflammatory, antibacterial,, antifungal
- One of highest botanic sources of vitamin C,
- Helps regulate blood sugar, raises metabolism, stimulates digestive enzymes and healing
- Reduces LDL blood cholesterol, triglyceride levels, decreases formation of harmful blood clots all of which prevent heart attacks and strokes
- Effective anti-inflammatory, pain remedy for everything from headaches to arthritis and sore muscles, nasal congestion, boost immunity, circulation, cold and flu symptoms

Uses of cayenne

- Used in tea, beverages
- Stews, soups, chilli dishes, tacos, Cajun dishes, eggs

Celery seeds - not advisable in pregnancy, with thyroid, blood thinning or diuretic medications

- Antioxidant, antiinflammatory, antibacterial, antifungal, antibiotic and antiseptic
- Rich in vitamins and minerals
- High cholesterol, high blood pressure, lowers inflammation, prevent ulcers, helps weight loss, diuretic, detoxification, kidney and bladder infections, cystitis, protect liver,
- Digestion reduces bloating, ease menstrual cramps

Uses of celery seeds

- Tea, beverages, chutney, pickles, breads, dressings, salads
- Sauces, soups, sandwiches, stews, stir fry dishes, vegetable dishes, fish

Cinnamon

- One of highest antioxidant levels of any spice
- Powerful antiinflammatory properties, helps relieve pain and stiffness in muscles and joints, including arthritis
- Reduces and stabilises blood sugar levels, effective for diabetes (type 1 and 2)
- Reduces inflammation in blood vessels that leads to atherosclerosis and heart disease
- Antifungal and antibacterial properties.
- May have positive affect on brain function, smelling or chewing foods flavoured with cinnamon can improve memory and attention

Uses of cinnamon include:

- Make cinnamon tea, add to warm milk, coffee,
- Preserves, smoothies, mixed with berries, desserts, add to yogurt, stewed fruit,
- Oatmeal, whole-grain breakfast cereals, cakes, cookies, breads, pastries,
- Sweet potato fries, squash, roasted vegetables, black bean dishes, meat dishes, ham, curries

Cloves

- Highest antioxidant level of all herbs and spices
- High levels of manganese good for bone and cartilage development.
- Antiinflammatory, arthritis, hernia,
- Antiseptic, antibacterial, antifungal ingredients help fight infections, respiratory, relieve digestive disorders problems, diarrhea, flatulence, indigestion, nausea, vomiting, eliminate harmful parasites bacteria & fungus in digestive system, bad breath, toothache, phlegm,
- Ability to relieve tooth and gum pain – applied directly to the gums
- Smell of cloves helps to encourage mental creativity too.

Uses of cloves include:

- Used in hot teas and beverages
- Fruits, deserts, pastries, cakes, muffins, cookies
- Marinades, stocks, sauces, curries, soups, bean dishes, braised meat, ham.

Coriander

- Antioxidant, antibacterial, antifungal, antiinflammatory
- Vitamin A & C
- Helps regulate blood sugar
- Helps digestion, digestive problems, loss of appetite, diarrhea, intestinal gas, bowel spasms, haemorrhoids
- Useful for joint pain, can help promote sleep, ease headaches

Uses of coriander include:

- Salads, salsa, chutneys, pickles, dressings
- Bread, scones, cakes, biscuits, gingerbread
- Curries, stirfries, stews, soups, vegetables such as spinach, stock,
- Used in vegetables burgers, meatballs, fish, chicken, pork, gravy, stocks, as a garnish

Cumin brownish in colour

- High in antioxidants, antibacterial qualities,
- Rich in iron, vitamin C and A, manganese, calcium
- Helps detoxify body, improves digestion, flatulence, bloating, piles

- Aids digestion, stimulates the gallbladder and pancreas
- Assist absorption of nutrients by breaking down food into usable nutrients
- Effective for respiratory disorders such as asthma and bronchitis
- Helps keep blood sugar levels stable, helpful for diabetics and pre diabetics

Uses of Cumin include:

- Can be used whole seed or ground, can be toasted to bring out its flavour
- Curries, chillies, soups, sauces, stews, salsa, hummus, beans, rice, couscous, lentils, rice
- Vegetable dishes, Indian, Mexican dishes and many more

Curcumin - active ingredient in Turmeric -yellow-orange coloured spice

- Antioxidant, very high antiinflammatory, antiviral, antibacterial, antifungal
- Inflammatory conditions such as arthritis
- Eating even small amounts of turmeric regularly may help prevent or slow down
- Alzheimer's disease, possibly by helping prevent the brain plaques that lead to dementia
- Reduces cholesterol absorption, respeeds recovery time to strokes
- Effective treating irritable bowel disease, ulcerative colitis, Crohn's, diabetes and allergies
- Improves digestion, relieve flatulence, liver function, lowers homocysteine and prevents heart disease
- May help lower pain, menstrual pain, kills parasites and worms
- Using black pepper with turmeric helps to increase the absorption of curcumin in the body.

Uses of curcumin include:

- Add it to curry dishes, stirfry's, marinades, sauces, dips and salad dressings.
- Use in soups, stews, pulse dishes
- Use in egg dishes such as omelette
- Mix it with honey to ease a cough.
- Add to milk could help with protein digestion
- Make tea with a quarter-teaspoon of ground turmeric boiled in a cup of water and then strained, add honey and lemon to taste

Dill

- Antioxidant, antibacterial, antiinflammatory, antifungal

- Vitamins C, A, folate, B Vitamins, calcium,
- Lower cholesterol,
- Digestive problems including loss of appetite, flatulence, liver problems, gallbladder, urinary tract,
- Improves liver health, relieve constipation and hemorrhoids, helps improve mood

Uses of Dill include:

- Dressings, oils, vinegar
- Stews, soups, vegetable dishes, pickles, salads, cucumber dishes, cottage cheese, goats cheese,
- Omelettes, salmon, potato salads

Fennel

- Antioxidant, antiinflammatory, antibacterial,
- Vitamins and minerals including A & C, potassium and calcium
- Regulate blood pressure, fluid retention, asthma symptoms, bronchitis, congestion, coughs
- Digestive discomforts including indigestion, bloating, pain, constipation, bladder infections, as an eye wash, bad breath, stress, anxiety, mental clarity, skin conditions
- Used by nursing mothers to increase milk

Uses of Fennel

- salads, add to soft cheese, breads, cookies,
- soups, curries, stews, coucous, lentil, bean, bulgur wheat dishes, marinade, pickling, pasta sauces,
- fish and meat dishes

Fenugreek seeds - also considered a legume - do not use in pregnancy

- Antioxidant, antiinflammatory, antibacterial, antifungal
- Rich in vitamins and minerals including A, C, B6, B3, iron, calcium, copper, zinc
- Rich source of soluble fibre , help constipation, diarrhea, stomach ulcers, loss of appetite, sooth inflammation, sore throat,
- Reduces blood sugar, helps control diabetes, harmful cholesterol, liver function, congestion of, kidney conditions,
- Pregnant women advised Not to use as can cause uterine contractions, however for nursing mothers can increase milk flow, ease menstruation, reduce menopausal symptoms

Uses of fenugreek

- Teas, coffee, over yogurt,
- Curries, rice, vegetable, lentil, meat and seafood dishes

Garlic

- Antioxidant, antiinflammatory, antibacterial, antifungal, antiviral, antiparasitic
- Sulphur, Selenium, Manganese, Vitamin B6, Vitamin C
- Cardiovascular health, circulation, blood pressure high and low, high cholesterol, blood clots, heart disease, believed to help cancer, fungal infections, effect of meat or other dietary extremes
- Help neurodegenerative diseases such as dementia and Alzheimer's
- Reduces inflammation, arthritis, rheumatism, sprains, pain, muscular aches,
- Cold, flu, fever, sore throats, bronchitis, cramps, constipation, indigestion, infectious diseases , menstrual cramps, nausea and vomiting,
- Control growth and putrefactive bacteria caused by eating animal products and by overeating

Uses of garlic

- Oils, dressings, marinades, sauces, breads, pate,
- Stews, soups, rice, pasta, potato, vegetable, poultry, meat and seafood dishes

Ginger

- Antioxidant, antiinflammatory, antibacterial, antifungal, antiviral, antiparasitic
- Rich in vitamins and minerals inc C, B6, B3, potassium, copper, phosphorus, magnesium
- Digestive problems including indigestion, nausea, vomiting, motion sickness, morning sickness, diarrhea, flatulence, irritable bowel syndrome,
- Antiinflammatory properties, relieves joint and muscle pain, arthritis, regulates blood sugar, reduce cholesterol , blood clots, heart disease, improve brain function, may help prevent cancer,
- Fungal infections, menstrual pain, pain reliever

Uses of ginger

- Tea, beverages, smoothies, fresh juices, dressings, deserts,
- Soups, sauces, marinades, stir-fry dishes, stews, sushi, fish, vegetable, seafood and meat dishes

Marjoram

- Antioxidant, antiinflammatory, antifungal, antibacterial, antibiotic and antiseptic
- Vitamin A, C, K & B, minerals and trace elements inc calcium, iron, potassium, phosphorous, magnesium
- Heart health, lift mood, stress and anxiety, sleep benefits
- Digestive benefits including flatulence, stomach cramps, constipation, diarrhea

Uses of marjoram

- tea, soups, marinades, dressings, salads, sauces, stews, vegetable and meat dishes

Mustard seeds (can be white, yellow, brown or black from various plants)

- Antioxidant, antiinflammatory, antifungal
- Rich in B vitamins, A, C, and E, and minerals including calcium, selenium, manganese, copper and Iron, Omega 3,
- Rheumatoid arthritis, muscular pain, coughs, cold symptoms, detoxifying, skin conditions

Uses of mustard seeds

- Dressings, chutneys, pickles, dips
- Curries, lentil, bean, vegetable, meat, and seafood dishes

Nutmeg

- Antioxidant, antiinflammatory, antifungal, antidepressant
- Vitamins B, C, A, high in manganese and copper
- Great for skin, improves mental alertness, cognitive function, improves digestion, kidney infections, detoxification, pain relief, warming and drying qualities in the body
- Use sparingly in food only during pregnancy

Uses of Nutmeg

- Tea, coffee, hot chocolate and other beverages
- Cooked fruit, fruit salad, pancakes, deserts, muffins, custards, warm oatmeal, quinoa
- Vegetables, quiche, scrambled eggs, French toast

Poppy seeds - should not be given to babies

- Antioxidant, antiinflammatory,
- Good source B complex & E, and minerals and trace elements
- Digestive benefits, fibre, help lower cholesterol, inflammation, constipation, diarrhea, stomach cramps
- Soothe nervous complaints, sleep benefits, mild pain relief, toothache, earache

Uses of poppy seeds

- Salads, pastes, dips, casseroles, vegetables, rice dishes, curries, seafood
- Breads, baguets, biscuits, muffins and cakes

Mint

- Antioxidant, antibacterial, antiseptic
- Vitamins and minerals including Vitamin A, C, iron, Manganese
- Anti flatulence, indigestion, gastrointestinal, dizziness, nausea, dental health, sore throats, nasal congestion, coughs, headaches, migraine, insomnia, body odour, bad breath, dandruff, head lice
- Asthma and breathing problems, bronchitis, flu symptoms, motion sickness, muscle pain, weight loss

Uses of mint include:

- Teas, variety of drinks,
- Deserts, fruit salads, icecream,
- Vegetables, peas, carrots, potatoes, lamb, fish, soups, sauces

Onion

- Antioxidant, antiinflammatory, antibacterial, antifungal, antiviral, antihistamines, anti depressant
- Vitamins and minerals including C, B6, iron, potassium, manganese, copper, sulphur
- Lowers blood pressure and cholesterol, congestions of nose, throat and chest, digestion, gastroenteritis, cure for common cold, bronchitis, onion tea as a general sedative and calms the mind, oral health

Uses of onion

- Salads, dressings, chutneys, stuffing, pizza, pasta, soups, stews, vegetable, lentil, bean, meat and seafood dishes

Oregano

- Very high antioxidant, also antibacterial, antifungal, antiviral agent, antiinflammatory
- Bacterial and viral infections, parasites, stubborn fungal infections
- Relief from allergies, aches and pains, detox, colds, muscle pain, toothache, headaches, ear ache, fatigue, bloating, repelling insects, menstrual cramps
-

Uses of oregano include:

- Salads, dressings, oil, garnish, pesto, sauces
- Meat, tomato dishes, seafood, bean dishes, burgers, chilli, pizza, herb breads
-

Parsley

- antioxidant, antiinflammatory,
- vitamins C, K, A & E, folate, iron,
- useful for detox, can lower blood sugar, diabetes, stimulate digestion, flatulence, bad breath, bloating, nausea, help bone health, enhances brain function, anemia, eye health, hair growth

Uses of parsley include:

- All savoury food including beef, chicken, seafood, potatoes, vegetables, sauces, dressings,
- Soups, stews, salads, garnish

Rosemary

- Rich in antioxidants that prevent cell damage, antiinflammatory, antibacterial, antifungal, antiseptic
- Improve brain activity, improve concentration, boosts memory and lift depression
- strengthens the immune system, fighting infection, improves circulation, stimulates digestion, and is believed to help fight cancer
- Effective for respiratory problems including asthma, chest congestion, and respiratory infection
- Helps digestion by stimulating the gallbladder to release bile as well
- May help protect from harmful carcinogenic toxins and may help protect against some cancer

Uses of rosemary include: finely chop and use lightly

- Soups, stews, sauces, meat dishes particularly roasted lamb, beef, chicken, white beans
- Breads, with butter on pasta and baked potatoes, pizza, fruit salads, marinades

Sage

- -Antioxidant, antibacterial, antifungal, antiinflammatory
- Digestive problems, gastritis, diarrhea, bloating, heartburn, ulcers, coughs, hoarseness,
- swelling, menstrual difficulties, menopausal symptoms, relieve symptoms of Alzheimers
- boost memory, lowering cholesterol & blood sugar

Uses of sage include:

- Use whole stems in soups, stews remove when done. Chop whole leaves in thin strips
- Stuffing, soups, stews, salads, stuffing, sauces, pork, poultry, fish, bean dishes, pasta

Thyme

- dried form has very high antioxidant level, antibacterial, anti inflammatory
- asthma, bronchitis, sore throats, toothache, chest congestion, laryngitis
- often an ingredient in mouthwashes and cough drops treating inflammation and infections
- gastritis, indigestion and colic.
- improve memory, calm the nerves, alleviate depression, nightmares, and insomnia

Uses of Thyme include:

- Bouquetgarni, sauces, soups, chowders, stocks, stews, beans, lentils, egg dishes, dressing
- Sweet vegetable dishes, breads, roasted potatoes, seafood, pork, lamb, duck, goose

Pitchford, P., Healing with wholefoods, Third edition, 2002

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USDA, Agricultural Research Service

National Nutrient Database for Standard Reference Legacy Release <https://ndb.nal.usda.gov/ndb/>

Annex 6

Food Safety

Good and healthy food is not only food that provides nutrients for health, but also is food that is safe to eat. Food can become contaminated by bacteria, viruses and parasites. Contaminated food may result in food poisoning that can cause severe illness and even death. According to the WHO European region “almost 1 in 10 people in the world, fall ill after consuming contaminated food” and “each year 23 million people in Europe get sick from the food they eat, resulting in 5,000 deaths from unsafe food”. Therefore Safe food practice is necessary for good health and wellbeing, and to prevent food-related illness. Food poisoning occurs when a person eats a food which causes them to become sick. Symptoms can include one or more of the following: nausea, vomiting, stomach pain, diarrhoea, fever or chills, headaches. Generally people recover quickly with no lasting complications, but in some cases, serious complications can occur, including death. Food safety is the procedure of ensuring that food is kept safe by protecting it from contamination, preventing the multiplication of bacteria and by the destruction of harmful bacteria.

Cleaning

Cleaning anything that comes into contact with food will help eliminate bacteria and reduce the risk of food-related illness. This includes hands, kitchen surfaces, utensils, fruit and vegetables and reusable grocery bags.

Wash hands using friction with soap for at least 20 seconds before and after handling food. Poor hygiene, such as not washing hands after touching raw foods, handling pets, changing babies, using the bathroom, smoking, coughing and touching any contaminated surfaces is a leading cause of foodborne illness. Encourage and remind your volunteers.

Thoroughly wash knives, cutting boards and areas used with hot soapy water after food preparation, particularly after cutting or preparing raw meat, poultry or seafood. Sanitise cutting boards and counters with a vinegar solution. This is the safest for anything that will be coming into contact with food such as knives, boards, surfaces, and also for cleaning herbs, fruit and vegetables. Alternatively for counter tops, knives, chopping boards a kitchen sanitiser (as directed) or dilute a bleach solution: Add 1 tablespoon of bleach to 1 gallon (3.8L) of water. this solution can put into a spray bottle for easy use. Pay careful attention that if using any sanitisers or bleach solutions that all items are rinsed carefully with water.

Use paper towels to wipe kitchen surfaces. Otherwise change dishcloths daily to avoid the risk of cross-contamination and the spread of bacteria. Replace and wash dish towels and wire sponges often to prevent the spread of harmful bacteria throughout the kitchen. Use paper towels to dry washed hands after handling raw foods. Avoid using sponges, as they are difficult to keep free of bacteria.

Wash reusable grocery bags frequently.

Soak and wash herbs, fruit, vegetables thoroughly, using a vinegar solution is the safest; Blanch vegetables particularly leafy greens in boiling water for one minute, cooking eliminates both E. coli and salmonella. Where it is possible choose organically-grown local seasonal greens.

Shopping

Examine fruit and vegetables carefully and avoid buying items that show signs of spoilage, are bruised or damaged.

Purchase frozen and refrigerated items after selecting non-perishables at the end of your shopping.

Check the “best before date”; never buy food past “Sell-By” or “Use-By” dates.

Never choose meat or poultry in packaging that is torn or leaking.

Keep raw meat, poultry and seafood away from other food.

If using reusable grocery bags, label a specific bag for meat, poultry or seafood.

Storage

Separate your cutting boards to avoid cross contamination. Use different boards for raw meat, poultry, fish and seafood. Any surface touched by raw animal foods can transfer deadly bacteria, parasites and viruses. If possible use a red cutting board only for raw animal foods. Never place food on the same surface that previously held raw meat, poultry or seafood unless the surface board has been thoroughly washed and sanitised.

Clean lids after use and close lids tightly. Wrap perishable foods securely to maintain freshness. Store raw meat and fish tightly wrapped in separate sealed containers or plastic bags, away from other food on the bottom shelf of the refrigerator, to prevent raw juices or eggs dripping onto ready-to-eat foods causing potentially fatal foodborne illness.

Cook raw meat, poultry, fish, and seafood no more than two to three days after purchasing. If you do not intend to cook it within this time, it should be frozen.

Make sure that cooked foods don't come into contact with any food that hasn't been cooked.

Store deli meats in the refrigerator and use them within four days, or two to three days after opening.

Store washed herbs, cut fruit and sliced vegetables in the refrigerator.

When freezing meat in its original package wrap over that package again with plastic wrap or foil that is recommended for the freezer.

Canned foods are safe indefinitely as long as they are not exposed to freezing temperatures, or temperatures above 32°C (90 °F). If the cans look ok, they are safe to use. Discard cans that are dented, rusted, or swollen. Canned tomatoes, fruits and other high acidic foods will keep for 12 to 18 months. Canned meat and vegetables keep for 2 to 5 years.

Keep food in the refrigerator no longer than 7 days.

When in doubt, throw it out!

Thawing Foods from Frozen

Never defrost food at room temperature on the countertop. Always thaw frozen foods on the bottom shelf in the refrigerator, in the microwave or under cold, running water in less than an hour.

Refrigerator: The refrigerator allows slow, safe thawing. Make sure thawing meat/poultry/fish juices do not drip onto other food.

Cold Water: For faster thawing, place food in a leak-proof plastic bag. Submerge in cold tap water. Change the water every 20/30 minutes. Cook immediately after thawing.

Microwave: Cook meat and poultry immediately after microwave thawing.

Never re-freeze thawed food. Wash your hands, clean and sanitise all areas including the sink, utensils, surfaces and dishes used when thawing the food.

Safe Temperatures

Maintain refrigerator temperature 0- 4°C (32-40°F) and your freezer at -18°C (0°F) or lower.

Cold food should be kept below 4°C (40°F) and hot food above 60°C (140°F). Bacteria multiply quickly in the danger zone 4°C to 60°C (40°F to 140°F).

Keep raw meat, poultry, fish and seafood cold. Refrigerate or freeze them as soon as possible or within two hours, however when the temperature is above 32°C (90°F) refrigerate within one hour.

Always marinate food in the refrigerator, not on the countertop. Discard leftover marinades that have been used with raw meat, poultry or seafood.

Never cool hot food at room temperature - use a shallow pan on the top rack of the refrigerator. Hot foods should be cooled to 4°C (40° F) within 2 hours.

Refrigerate or freeze perishables, prepared food and leftovers within 2 hours. Meats, fish, poultry, eggs, sliced melons, rice, beans, tofu and sprouts are susceptible to rapid bacteria growth before and after cooking.

Cooking

Cook food thoroughly to ensure it is safe to eat. Bacteria like E. coli, Salmonella and Listeria are killed by heat. All meat and fish should be cooked to generally 77°C (170°F) to kill bacteria, parasites and viruses which cause foodborne illness. Use a clean thermometer with a metal stem to check the temperature immediately after cooking. Check the internal temperature of the thickest pieces of food and insert the digital thermometer all the way to the middle, avoiding contact with bones. Before cooking fruit or vegetables, remove any bruised or damaged areas, as harmful bacteria can thrive in these areas. Soak and cook dried beans thoroughly.

Cooked Food	Recommended Safe Internal Temperature
Chicken and Turkey Breasts	77°C (170°F)
Chicken or Turkey (legs, thighs & wings)	82°C (180°F)
Chicken or Turkey (Minced)	74°C (165°F)
Beef (minced)	70°C (160°F)
Beef, Veal & Lamb (Roasts, Chops, Steaks)	70-77°C (160-170°F)
Pork and Ham	70°C (160°F)
Eggs	cook until yolk and white are firm
Egg dishes	70°C (160°F)
Fish	63°C (145°F) or cook until flesh is opaque and separates easily with a fork
Leftovers	77°C (170°F)

Use visual signs of doneness when a thermometer is not used:

Clear juices run from meat and poultry, not pink
Pork, veal and poultry are white inside, not pink or red
Shellfish is opaque and fish flakes easily with a fork
Egg yolks are firm, not runny, and egg whites are opaque

Before cooking fruit or vegetables, cut away any bruised or damaged areas, as harmful bacteria can thrive in these areas.
Ensure cooked foods don't come into contact with any food that hasn't been cooked.

Leftovers

Discard any food left out at room temperature for more than 2 hours, or 1 hour if the temperature is above 32°C (90°F)

Place leftovers into shallow containers and immediately refrigerate or freeze for rapid cooling.

Avoid overstocking the refrigerator, so that cool air can circulate effectively.

Use cooked leftovers within 2-4 days.

Reheat leftovers to 77°C (170 °F). Avoid reheating the same leftovers more than once.

Links:

<http://www.euro.who.int/en/health-topics/disease-prevention/food-safety/news/news/2015/12/more-than-23-million-people-in-the-who-european-region-fall-ill-from-unsafe-food-every-year>

<http://www.euro.who.int/en/health-topics/disease-prevention/food-safety/publications>

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<http://www.safefood.eu/SafeFood/media/SafeFoodLibrary/Documents/Education/safefood%20for%20life/ROI/section1.pdf>

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