



Education and Culture DG

Lifelong Learning Programme

TITLE	Child oriented catering 2
Time	90 minutes
Material	Powerpoint presentation, other resources (e.g. movie or broadcast show)
Description of exercise	<p>Key message: There's more to it than nutritional sciences</p> <p>Small groups are formed.</p> <p><u>Phase I</u>: The groups are asked to think about what aspects of health and nutrition other than, nutritional sciences, they can identify. <i>(10 minutes)</i></p> <p><u>Phase II</u>: The groups briefly present their findings in plenum and then the group engages in an exchange about it. <i>(5-10 minutes)</i></p> <p><u>Phase III</u>: Participants watch a short movie or listen to a broadcast show on the topic: psychological aspects (pleasure, identity, food habits), social learning, etc. → requirements: food choice, food presentation, good organization, acoustics and ambiance, eating time choice, free seating, etc. <i>(approximately 20 minutes)</i></p> <p><u>Phase IV</u>: The trainer gives an interactive lecture about the psychological, social and educational aspects of health and nutrition (and its consequences on food presentation, room design and organization of the meal) referring to the movie or the broadcast show as well as on the previous groups' findings. <i>(approximately 20 minutes)</i></p>
Aims of exercise	Awareness of the importance of social and educational aspects of nutrition and eating habits for children.
Reflection of exercise	The participants will become more aware of the fact that eating is not only a biological need, but that it also concerns many other things like cognitive, motor and social development on the one hand and that offering a healthy meal means also providing a good setting for developing optimal eating habits.
Benefits of exercise	Increased awareness amongst participants of the importance of social and educational aspects of health and nutrition for children and youth. Ensure that all participants share the same knowledge on the topic and that false beliefs are eliminated. Good practice examples help participants to find solutions for their situation.
Obstacles of exercise	Some participants might contradict the input from the trainer due to their personal opinions, e.g. a participant who thinks that 3 year old children shouldn't be allowed to manipulate a knife. The

	<p>experienced trainer can stimulate reflections among the participants on their views and thereby open new possibilities for dealing with situations by explaining the benefits and the obstacles for the child's development. The trainer should consider the legal settings for school restaurants.</p>
References	<p>CHOCA-Journal, www.choca.eu (exists in English, German and Hungarian version).</p> <p>Angelika von der Beek, Matthias Buck, Annelie Rufenach (2007): Kinderräume bilden. Ein Ideenbuch für Raumgestaltung in Kitas. Cornelson Verlag Scriptor GmbH & Co, Berlin. ISBN 978-3-589-25254-1 (German)</p> <p>Angelika von der Beek (2007, 2. Auflage): Bildungsräume für Kinder von Null bis Drei. Verlag das Netz, Weimar. (German)</p> <p>Danielle Schronen/Manuel Achten: Raum für Kinder. Platz für Erfahrung. Ort für Begegnung. Confédération Caritas Luxembourg/ Ordre des Architectes et des Ingénieurs-conseils, Luxembourg, 2011. (German)</p> <p>Lecker!: http://www.qualiflex.lu/www.lecker.lu/index.html, look also for the movie: Net Cantine an net Restaurant: lessen an der Maison Relais (DVD) (Luxemburgish)</p> <p>QUALIflex: Ernährung im pädagogischen Konzept: http://www.qualiflex.lu/index.php?menu=3&id=0301&tmp=2 (German)</p> <p>http://www.arte.tv/de/sarah-und-die-kuechenkinder/2492180.html (German)</p> <p>http://www.arte.tv/fr/sarah-et-les-marmitons/2492180.html (French)</p>