

# Greek food...for thought

## Guidelines for educators

- **Context and the area of cultural heritage:** This worksheet explores Greek intangible cultural heritage and focuses on the Mediterranean diet. The worksheet consists of three (3) exercises focusing respectively on: basic natural products, cooking vessels and recipes and the value of the Mediterranean diet.
- **Description and justification:** For centuries, the Mediterranean diet has established a specific way of life based on local products produced in the Mediterranean basin. Skills, customs, techniques in farming, hunting, fishing, cooking, even consumption of food have been developed. It's more than just a diet. It is a ritual and cultural feature as every people expresses itself, communicates, hosts, offers at various occasions. The Mediterranean diet accompanies every moment of life and reveals the diversity that exists to unite people.
- **Duration:** three (3) 45-minute teaching hours
- **Language level:** A2 – B1
- **Age group:** 12-18
- **Prior knowledge:** basic vocabulary related to food materials, use of nouns and adjectives, introduction to personal and possessive pronouns, knowledge of present and past tenses (mainly Present Tense, Past Continuous and Simple Past) and imperative. Ability to read, listen and understand simple small sentences as well as to answer specific questions, orally and in writing.
- **Thematic area, grammatical and syntactical phenomena (learning objectives):** In this worksheet students will learn ...

- Vocabulary related to important materials and products of the Mediterranean diet.
- Practice in reading comprehension.
- Practice using nouns, adjectives, personal and possessive pronouns and tenses through presenting themselves and expressing their food preferences.
- Greek agricultural and food tradition as well as everyday life and customs.
- **Skills developed (or benefits for students):** At the end of this worksheet, students will ..
  - Enrich their vocabulary related to food products, preparation and customs.
  - Improve their reading comprehension skills.
  - Learn to describe procedures and express preferences orally and in writing.
  - Gain knowledge about the Mediterranean diet, especially Greek natural food products and customs.
  - Locate the similarities and differences in people's eating habits.
  - Realize the importance of healthy eating and maintaining traditions.
- **Material needed:** copies of the worksheets, pens/pencils, whiteboard/markers/eraser for the teacher to write down any useful and helpful information. A computer with internet access, as well as a projector to show any of the following audio-visual material before the implementation of the worksheet in order for the students to be properly prepared (if you are online, click directly to the following material):
  - Environmental Education Center-Activity notebook (in Greek)
  - Food and nutrition in the Mediterranean (in Greek)
  - Olive oil: an educational approach (in Greek)
  - Museum of the Olive and Greek Olive Oil in Sparta (Peloponnese)
  - Mediterranean Diet - Greek Olive Oil (Video)
  - Mediterranean Diet Pyramid
  - Messinian food museum
- **References and resources:**  
(If you are online, click directly to some of the following references & resources)

### **About language acquisition:**

Ampati, An. & Katsarou, Chr. (2012). Production of oral and written speech in students of level A2.

Center for the Greek Language / Routes.

Education of Foreigners & Repatriated Students

Haralampopoulos, A. (2000). The shift to the communicative approach of the Greek Language in Secondary Education. Thessaloniki: Greek Language Center. (available in Greek)

Hellenic Ministry of Education and Religious Affairs / Aristotle University of Thessaloniki (2007), Teaching and learning in the multicultural school: teaching approaches and educational material. Minutes of one-day conference, December 10<sup>th</sup>-11<sup>th</sup>, Thessaloniki. (available in Greek)

Kitsa, A. (2006). Vocabulary Aid to support teachers of Greek as a second / foreign language. Part B'. Thessaloniki. (available in Greek)

Petropoulou, O., Kasimati, A., Retalis, S. 2015. Meaning and Evaluation of Educational Content in the 21st Century. [Book Chapter]. In Petropoulou, O., Kasimati, A., Retalis, S. 2015. *Contemporary educational assessment with the use of educational technology*. [ebook] Athens:Hellenic Academic Libraries Link. chapter 1.

Sapiridou, A. The cultural element in the Greek language course. (available in Greek)

Skourtou, E., Kourti-Kazoulli, V., Sella-Mazi, E., Chatzidaki, A., Androusou, A., Revythiadou, A., Tsokalidou, P., (2016). *Bilingualism & Teaching of Greek as a Second Language*. [ebook] Athens:Hellenic Academic Libraries Link. (available in Greek)

Tiliopoulou M., Phonological awareness in Greek as a second language.

Varlokosta, Sp. & Triantafyllidou, L. (2003), Levels of language proficiency in Greek as a second language. Athens, KEDA.

### **About Mediterranean diet:**

Cyclades Olive Museum

Environmental Education Center of Amfissa “Olive tree: the present from Gods” (In Greek)

Environmental Education Center of Makrinitza / Hellenic Ministry of Education & Religions (2007). Olive oil: an educational approach. Makrinitza, Pelion, Greece. (In Greek)

Messinian food museum

Publications, recipes and food traditions all over the Mediterranean Sea

Skoullou M., Malotidi B.(2007). Food and nutrition in the Mediterranean: issues of History, Environment, Health & Culture. Educational material, MIO-ECSDE, Athens.(In Greek)

UNESCO-Intangible cultural heritage: Mediterranean diet

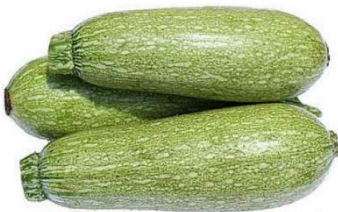
UNESCO-Intangible cultural heritage of Greece

# Worksheet for the student

**EXERCISE 1:** Introducing basic natural products of the Greek diet (45 minutes).

**Task 1:** Many vegetables of high nutritional value are produced in Greece. The following vegetables are used in various recipes. Match the words given in the box with the pictures.

Parsley, Cucumber, Potato, Spinach,  
Eggplant, Zucchini, Tomato, Onion, Garlic



1.



2.



3.



4.



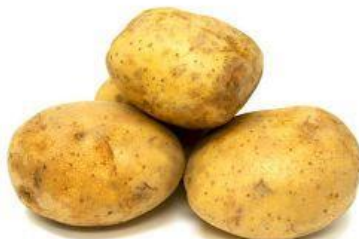
5.



6.



7.



8.



9.

**Task 2:** One can find these important food products in every Greek dinner table. Read the following texts and fill in the gaps below.



Sketch available at

[https://www.nicepng.com/ourpic/u2e6r5r5u2r5a9q8\\_eating-drawing-dinner-breakfast-clip-art-draw-people/](https://www.nicepng.com/ourpic/u2e6r5r5u2r5a9q8_eating-drawing-dinner-breakfast-clip-art-draw-people/)



**Olive oil** has been the headstone of the Mediterranean diet from antiquity until today. In Greece most foods and sweets are made of olive oil. It has high nutritional value and beneficial properties, helps foods bring out their aromas and balances their acidity.



Rooted in ancient Egypt, **bread** is the most famous food produced from various cereals. It is made of simple ingredients: flour, water, salt, sugar and yeast so that it can rise. It accompanies every meal. According to people "It fills every hungry stomach".

**Salt** production is an important activity in the Mediterranean Sea. Salt flavors food and has great nutritional value. It is also used to preserve food, absorbing moisture and preventing rot.



Livestock tradition in Greece resulted in the production of many types of cheese, made of sheep's, goat's or cow's milk. **Feta** is the most famous type of Greek white cheese with a salty and slightly sour taste. It accompanies almost all foods and fruits.

Write three (3) words to describe "Feta" .....

I do not leave anyone hungry. I am.....

Write a "special" feature of salt: .....

I use olive oil in my food because.....

**Task 3:** Considering the above tasks, discuss the following in pairs. Keep notes and present the results of your dialogue to the class.



- Which vegetable do you like the most?
- Which of the products presented in Task 2 do you consume?
- What kind of oil do you use in your local cuisine?
- Is any traditional cheese or bread produced in your homeland?
- Have you tried any Greek food? Did you like it?

Source of food circle image : <https://stock.adobe.com/images/pattern-from-set-of-hand-drawn-food-sketches-vector-illustration/206729386>

NOTES:.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**EXERCISE 2:** Playing with Greek traditional cooking vessels and recipes (Duration: 45 minutes).

**Task 1:** Help Grandma Maria find the right utensil. Match images to their description writing in the boxes the correct letter. Source of images and texts: [Messinian Food Museum \(www.messiniandiet.gr\)](http://www.messiniandiet.gr), Greece

1



A. A coffee grinder is a mill used to grind coffee beans. It is usually made of metal.

2



B. A flour sifter is a fine mesh sieve used for flour.

3



C. Brass mortar and pestle was used for the grinding of spices, like cinnamon and clove.

4



D. A wide shallow round pan with a long handle is used for cooking food with olive oil or butter on the fire.

5



E. An olive oil dispenser is a cooking vessel used to pour olive oil on food.

6



F. A roasting pan is a small copper baking dish with two handles, which is used for baking bread and roasting meat.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|



**Task 2:** Grandma Maria knows all about traditional Greek pies. Read her letter and tick whether the following statements are true or false.

My dear child,

The secret to a delicious pie is its fresh handmade “fyllo” (sheet), the "opening" of which requires patience and time. The most common filling is with cheese, greens, chicken or minced meat, but depending on the place it is made and the imagination of the cook, one can also taste pies stuffed with zucchini, eggplant, leek, rice and everything else available in the kitchen.

In every part of Greece -mountainous, island, plain- the pie has a different filling, shape, size. It is mainly baked in the oven, but there are places where it is traditionally made in the pan. When baked, the whole house smells of musk.

The traditional pie in Greece is a part of its history and culture. It is associated with customs, it accompanies festive meals, such as on New Year's Eve or at weddings. It is of great nutritional value, because of its pure ingredients.

I send you photos and I am waiting for you to come and eat together.

With love,  
Grandma Maria



|   | TRUE | FALSE |
|---|------|-------|
| I. The “fyllo” of the pie is easily opened                |      |       |
| II. The filling varies depending on the area and the cook |      |       |
| III. The pie is baked only in the oven                    |      |       |
| IV. The pie is a part of the Greek tradition              |      |       |
| V. It is cooked only for the New Year celebration         |      |       |

**Task 3:** Grandma Maria tells us the recipe for the famous Greek salad "horiatiki" (which means the "village" salad). Write your own simple recipe for your favorite food (salad, snack, etc).

**INGREDIENTS**

- 3 red tomatoes in bites
- 2 cucumbers in thick slices
- Red onion thinly sliced
- 1 green pepper in small pieces
- Olives
- 1 plate of feta cheese
- 5 tablespoons olive oil
- 2 tablespoons vinegar
- 1 teaspoon oregano, salt



**STEPS**

Put 4 tablespoons of olive oil in a salad bowl, add the vinegar and salt and beat until combined. Put in the onion, tomatoes, cucumbers, peppers and olives and mix them all so that they catch oil vinegar everywhere.  
Place the feta on top of the salad, sprinkle with 1 tablespoon of olive oil and oregano.



Sketch available at:  
[https://www.freepik.com/premium-vector/happy-grandmother-with-hot-pie-grandmother-glasses-apron-baking-pies-cooking\\_19562072.htm?query=grandma%20cooking](https://www.freepik.com/premium-vector/happy-grandmother-with-hot-pie-grandmother-glasses-apron-baking-pies-cooking_19562072.htm?query=grandma%20cooking)

**INGREDIENTS**

.....

.....

.....

.....

.....

.....

**STEPS**

.....

.....

.....

.....

.....

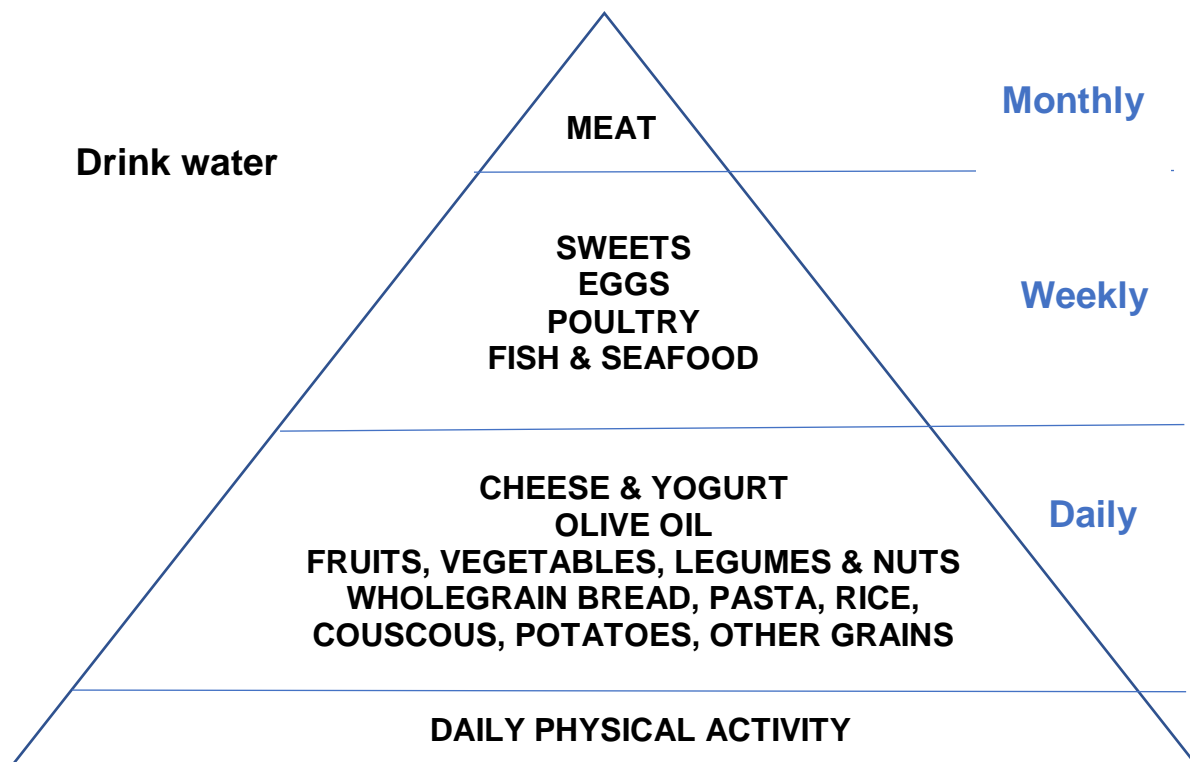
**IT'S YOUR TURN!**

**What is the name of your food?**

.....

**EXERCISE 3:** Discovering the value of the Mediterranean diet (Duration: 45 minutes).


**Task 1:** Consult the pyramid of the Mediterranean diet and tick in the correct column at the table below.





|                | Monthly | Weekly | Daily |
|----------------|---------|--------|-------|
| Scrambled eggs |         |        |       |
| Potato salad   |         |        |       |
| Beans          |         |        |       |
| Red meat       |         |        |       |
| Grapes         |         |        |       |
| Sardines       |         |        |       |
| Tomato         |         |        |       |
| Chicken        |         |        |       |
| Bread          |         |        |       |

**Task 2:** Drawing information from the pyramid of the Mediterranean diet, get into groups of 3-4 and create a poster to make your classmates aware of the importance of proper nutrition. Fill in the gaps.

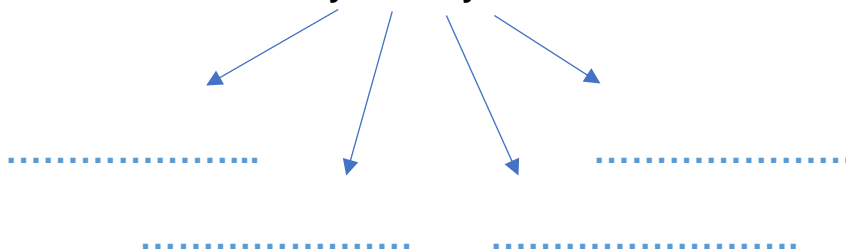
Put the .....diet in your life

 ..... every day

  
Eat ..... & ..... every .....

Limit ..... 

Put it in your daily routine



Live better!

## ANSWER KEY

### EXERCISE 1

#### Task 1:

1. Zucchini, 2. Cucumber, 3. Onion
4. Eggplant, 5. Tomato, 6. Garlic
7. Spinach, 8. Potato, 9. Parsley

**Task 2:** This task gives students the opportunity to give different answers depending on their judgment. Any answer is accepted. The following are indicative answers:

Write three (3) words to describe “Feta”: cheese, white, salty

I do not leave anyone hungry. I am the bread

Write a “special” feature of salt: to preserve food

I use olive oil in my food because it has high nutritional value

**Task 3:** The teacher can start by answering the questions himself. He allows students 5-7 minutes to talk with each other and then asks each couple to present their opinions.

### EXERCISE 2

**Task 1:** 1F, 2D, 3E, 4A, 5C, 6B

**Task 2:** I. FALSE, II. TRUE, III. FALSE, IV. TRUE, V. FALSE

**Task 3:** Each student will write their own recipe. You can help children with vocabulary related to the ingredients / materials they need. Ask for a simple, every day and, if possible, traditional recipe, like the one Grandmother Maria gave. The food suggested may come from student’s homeland, or he/she may have tried it in Greece or in some other Mediterranean region.

You could encourage the children to cook their own recipe at home and bring it to the school to present it at a fair.

### EXERCISE 3

#### Task 1:

|                | Monthly | Weekly | Daily |
|----------------|---------|--------|-------|
| Scrambled eggs |         | ✓      |       |
| Potato salad   |         |        | ✓     |
| Beans          |         |        | ✓     |
| Steak          | ✓       |        |       |
| Grapes         |         |        | ✓     |
| Sardines       |         | ✓      |       |
| Tomato         |         |        | ✓     |
| Chicken        |         | ✓      |       |
| Bread          |         |        | ✓     |

**Task 2:** Let the children decide what to choose from the pyramid. The following is indicative (from top to bottom):

Mediterranean

Exercise

Fish & poultry (or eggs), week

Meat

(Whatever they want from the “daily field)