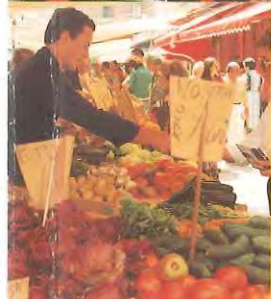




**EDUCATION NUTRITIONNELLE DANS LES FERMES
D'ANIMATION
NUTRITIONAL EDUCATION AT THE CITY FARM**



EUROPEAN FEDERATION OF CITY FARMS

Primary prevention of cancer
by the nutritional education of children
in the City Farms:

description and assessment of the activities
by the children, educators, and teachers



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INTRODUCTION

1. Project Framework

Our project is part of the third action plan for the fight against cancer (1996-2000) set up by the Commission of the European Communities (Directorate –General V, Health Department, "Europe against Cancer" Programme).

2.1. The cancer-diet link

Population research projects, clinical observations and laboratory experiments have shown that the human daily diet, were it to be better balanced, could single-handedly prevent 35% of the deaths caused by cancer.

Similarly, a committee of experts has formulated a certain number of recommendations, which are taken up in the **EUROPEAN CODE AGAINST CANCER** in which we find two nutritional recommendations.

"Your health will benefit from the two following commandments that can also limit the risks of certain cancers:

- Eat frequently fresh fruits and vegetables and food products rich in fibers..
- Avoid the excess of weight and limit the consumption of foodstuffs rich in fat. "

2.2. Dietary behaviour

The improvements in the standard of living in the western world over the last 50 years have radically altered our dietary habits:

The weakening of the structure of meals (changes to the rhythm and the composition of meals). Skipping breakfast, permanent nibbling and a sedentary life-style are some of its characteristics.

We eat too much, and badly (anarchic choices of food): decreased energy output, increased absorption of fat and sugar, excessive intake of animal proteins and refined foods (flour, pasta, rice, white bread) to the detriment of wholemeal foods and fruits and vegetables.

An increasing quantity of refined sugar in products such as squashes, sweets, chocolates, Danish pastries, and an insufficient consumption of fresh fruit and vegetables.

All these factors are often incriminated in the cause of one or more cancers.

Given that this harmful behaviour for the health is generally acquired early in life, children must be taught, from a very young age, how to balance their diet and make food choices that are both rational and compatible with a good nutritional condition. Numerous research projects and surveys undertaken in kindergartens and primary schools have shown that children are eating breakfast either less frequently or less wholesomely, with too much sugar, too little fruit and too little milk products. (ICAN).

How can children aged 6 to 12 (our target audience) acquire good dietary habits and resist the aggressive blandishments of today's advertising?

During the first years of its life, the child acquires a dietary mode based on family and ethnic customs. "Every educational act undertaken with children at dietary level should take account of the factors influencing the socialisation of their diet (this consists of analysing how children develop tastes, knowledge, opinions and behaviour relating to food): biological and cultural factors, the mother-child relationship, the family, the social and educational environments, the media, the "consumer society", and advertising.

As a result, nutritional education is more than just a question of nutritional information, dietary choices being more conditioned by behaviour. Knowledge alone is insufficient, although necessary, for the encouragement of changes in behaviour, especially when it remains passive. The role of diet in health could be experienced as a personal discovery where the child is the "actor": for example, the discovery of new tastes and the numerous gustatory delights of simple foods.

It is at this level that the activities proposed by the City Farms can play an encouragement role: by an approach which mixes discovery-games, theory and practice, they can make children conscious of the importance of a healthy and balanced diet.

During the "DIET AND CANCER" Symposium (Brussels, November 1998) organised by the Belgian Association Against Cancer, messages of cancer prevention were promulgated with all the required scientific rigour as well as the necessity to find an adequate strategy for convincing the population to put these recommendations into practice.

Now it is a matter of searching for effective tools in nutritional education.

This work could bring a first contribution that could serve as basis for a future European exchange seminar.

3. The EFCF: The European Federation of City Farms

Established in several European countries, the City Farms (whose name may vary from country to country) are grouped together in a European network (constituted in 1990) which today comprises several member countries : Belgium, France, Holland, Germany, The United Kingdom, Sweden and Norway, representing a total of some 1,000 City Farms. There is also co-operation or contact with Spanish, Italian, American and Greek City Farms.

The City Farms enable city dwellers (child, young and adult) to discover the link between the rural and urban worlds, and to examine their relationships with the animal and vegetable world.

3.1 Specificity of the City Farms

At the level of nutritional education, the City Farms propose a series of activities incorporating a concrete (the children "have their hands in the dough", they participate actively), original and systematic approach: these enable children to put into practice, through game playing, the nutritional recommendations of the " *European code against cancer* ".

The City Farms are also privileged places for discovering the importance of an agricultural system that respects the environment, and the effect of the quality of foodstuffs on human health.

The link between these two concepts – environment and health – was stressed in the Ottawa Charter (Conference on the Promotion of Health – November 1986): there health was perceived as a "resource of daily life". One of the actions recommended in favour of health is "to ensure an environment which is favourable to it: the protection of natural habitats and the conservation of natural resources should receive priority attention in any health-promotion strategy."

3.2 Inventory of activities in nutritional education

To stimulate activities of this kind and to enable exchanges of experiences, the EFCF has inventorised the activities in nutritional education proposed by the City Farms in Germany, Belgium and Italy. By means of a qualitative and semi-quantitative epidemiological survey, the various activities have been described and assessed by the public concerned (children aged from 6 to 12, teachers, City Farmers and educational organisers of the socio-cultural, health and environment sector.) A detailed analysis is given in this catalogue.

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PRESENTATION OF THE SURVEY

1. Objective

The objective of this survey, carried out from June to November 1998, was to make an inventory of the nutritional education activities proposed to children from 6 to 12 years old in the City Farms of Germany, Belgium and Italy.

2. Introducing the partners

In each partner country, the City Farms that participated in the survey are part of a national federation (except for Italy, where the organisation is linked to a province) which enables them to exchange ideas, promote and give value to their work in the eyes of the general public. Here we briefly present the activities of each federation or organisation that is involved in the project.

Federatie Kinder, Jeugd- en Gezinsboerderijen

Neerhofstraat 2, 1700 Dilbeek, Belgium. Tel & Fax: +32 2 532 23 22.

This federation brings together 20 City Farms from the Flemish region of Belgium. It was created to promote the work of the City Farms that are members of the EFCF and common activities such as training courses for young activity leaders, creation of publications and conferences on subjects of interest to the organising Farms. According to the City Farms in Flanders, working an "agricultural" activity enables participants to explore and to develop their own creativity. The farms address a very wide public: children, adults, youth groups from school environments, in families, with friends, in groups or individually. Several projects are developed mainly for the disabled.

La Fédération francophone belge des fermes d'animation

Rue de la Vellerie 21, 7700 Mouscron, Belgium. Tel & Fax: +32 56 34 20 44.

This federation, created in 1987, represents 13 City Farms from the French-speaking part of Belgium located in the towns, in the suburbs or in the countryside. In close contact with the Idee Network (network for information and for spreading environmental education in Belgium), the federation aims to create work groups in the fields of education and farm management, education of healthy eating at the organising farm, promotion of the federation and of its educational relations with commercial farms. The City Farms members are active in the fields of teaching, education, environment, society, therapy and culture. Work methods vary from farm to farm, some only accepting children from schools; other offering "open" educational programmes and holiday courses aiming to integrate handicapped people.

Bund der Jugendfarmen und Aktivspielplätze

Haldenwies 14, 70567 Stuttgart, Germany. - Tel +49 71 16 87 23 02: Fax +49 71 16 78 85 69

The federation founded in 1972 brings together the City Farms and the adventure playgrounds of Germany. These places that are open to all (children, adolescents and adults) offer a teaching environment for young people between 6 and 14 years old. They do not propose fixed programmes: the children themselves decide whether they want to do an activity suggested by the organisers or rather make up their own activity, alone or in groups. The children are not required to enrol, they come as they wish, and stay as long as they like. The adventure playground must remain a changeable area which is not predefined by adults. Some playgrounds are run by local government concerns, others have been created on the initiative of parents. The farms and the adventure playgrounds offer a place where young people can get some fresh air and be active after school because these close in Germany around 13.00 or 14.00. They are open several days a week from 13.00 to 18.00 during the year and every day during school holidays.

Osservatorio Agroambientale (Agro-Environmental Observatory)

Via Calcinario 1920, 47023 Cesena, Italy. - Tel: +39 0547 380 754. Fax : +39 2547 380 172.

This organisation, established in 1990, is active in the field of research, study and promotion of agricultural themes concerning the agro-ecological reconversion of the rural environment. Since 1990, the Osservatorio Agroambientale has promoted, both at local and at national level, a large number of activities in the fields of agro-environmental and nutritional education. It organises seminars and recycling courses for teachers, creates educational laboratories for development in the schools (breeding useful insects, making compost, creating vegetable gardens), promotes the farm education programme with numerous activities developed within the City Farms network of Emilia-Romagna. This network of 9 farms offers activities of nutritional and environmental education and reveals the relations between protection of the environment, sustainable agriculture and the consumption of human food (making the consumer aware). The Osservatorio Agroambientale also produces publications, videos and information documents for teachers and students alike.

3. Methodology

After an initial phase where the questions were tested against the target public, questionnaires were sent in June 1998 to the federations of the partner countries for redistribution in the City Farms offering nutritional education activities.

Each questionnaire consisted of:

- A descriptive section: a description of the farm (to be filled in by the manager of the farm) a description of the activity (to be filled in by the organiser).
- A section for assessing the activity: an assessment made by the participants in the activity: the opinions of the adults (teacher, City Farmer) were collected through a questionnaire with self-administered open and closed questions. The opinions of the children were collected through an interview.
- A section for assessing the complete service: a multiple-choice questionnaire for adults, and another, with pictures, for children.

Each City Farm had to complete ten questionnaires. As all City Farms offer activities that are basically similar, it was interesting to be able to take certain examples and to compare them. We had therefore invited them to describe and assess two activities such as "making bread" and one such as "preparation of soup". They were allowed to choose for themselves the other seven nutritional education activities that they wished to describe and assess.

The survey lasted from July 1998 till November 1998, enabling the various City Farms to interview the target public (generally from schools, except for the public at large in Germany).

From November 1998 to January 1999, each national federation carried out summary exercises (or possible translations) by regrouping the children's descriptions and assessments of the activities before sending them to the EFCF team in Belgium.

Finally, from January to March 1999, the EFCF team was charged with encoding counting, analysing and summarising the information received.

4. The results: the activities and their assessments.

The descriptions of the activities contained in the following chapter concern only those activities that were assessed in the context of this survey.

It is therefore not an exhaustive presentation of all the nutritional education activities offered by the City Farms that participated in the survey.

Description of the activity

Each activity was the subject of a description. Similar activities were grouped together on the basis of the following criteria: either the method used, or according to the subjects raised, or according to the type of product transformed. So, for example, a general description is provided for "making apple juice" which is an activity common to the various countries. The option taken for summarising an activity was to show the greatest possible diversity in order to promote a maximum of exchanges between the farms and between the other active structures in the field of health and environmental education.

Assessment

Each described activity was the subject of one or more assessments. The City Farms bring together farms which have a certain number of objectives in common but which equally have their own structure and organisation. This explains why each farm participated in the survey in a slightly different manner. On the one hand, at the level of the number of assessments per activity. Certain farms, for example, gave 10 different assessments of the same activity, while others gave assessments of ten different activities. On the other hand, at the level of the type of assessor: the German City Farm activities, unlike those of Belgium and Italy, take place during the holidays and not during term. Therefore the opinions of the adults bring together the opinions of the Belgian and Italian teachers and the opinion of the German City Farmers (trainers, educators, "social-teaching" or social assistants, for example). In order to take this differences into consideration and to weight the assessments, the number and type of assessor is shown on each occasion.

Classification of the activities

The activities are classified according to what is most often encountered in the City Farms. This means grouping the activities starting with the most pragmatic activities till the most theoretical ones (or the ones using more global concepts). The activities have been grouped into six categories:

- **Production: cultivation, breeding**
- **Transforming products of the earth**
- **Nutrition and health-based diets**
- **Consumption and health**
- **Cooking wild products**
- **Environment, agriculture, food and health**

1. Production: cultivation, breeding

Presents the activities that enables him to develop an interest in and an awareness of his food and its origins, but also of the nutritional needs of animals of which are precise both in terms of quality and quantity.

These activities are pragmatic, linked to the earth, the type of breeding, growing or transformation of products. The child takes care of plants and animals, works the soil, harvests, and transforms products of the soil into food.

2. Transforming products of the earth

Develops the knowledge concerning the origin of diet and its importance for health, as well as the knowledge necessary for the transformation of the products of the soil into foodstuffs.

Remark: some activities related to the production of products of the soil as well as to their transformation have been arbitrarily put in one or another category.

3. Nutrition and health-based diets

Allows to deepen the notions of quality and quantity of diet, already encountered in the previous module. It is for the children an approach to dietetics.

These activities, although less practised by the City Farms are quite feasible during long-term stays, with children that return each week or can also be practised in class. These activities are central to acquire notions on balanced diet, however, they shouldn't supersede the activities of the previous module which can less easily be done in class.

4. Consumption and health

Develops the critical mind and the ability to analyse: this must absolutely form part of the education of our young consumers from the earliest age in a society where consumption is exacerbated by heavy advertising.

5. Cooking wild products

This category brings us quite naturally to the idea already broached in the earlier categories, which is to say that the healthiest products are close to those that are to be found in nature, "cultivated" by man or not. Don't take this too literally, of course, because there's also question of non edible mushrooms...

6. Environment, agriculture, food and health

In a farm where one can also learn about crucial phenomena for everything to do with health in the largest sense of the word, that is to say also the health of the environment. One can see there concrete examples of the **cycle of substances**: the return to the soil of organic substances which will decompose into mineral elements and the absorption of these mineral elements through the root systems of plants symbolises the return to us of what we disperse voluntarily or accidentally on the cultivatable land and the plants that grow there. This awareness should at one and the same time inspire respect for human health and for natural elements.

These activities necessitating the ability on the part of children to relate, abstract and summarise should be reserved for children at the end of the primary cycle or given, after the practical activities, to children of the intermediary cycle.

Activity-reading guide

Each activity is presented on a sheet with the following rubrics.

In the case of activities that are almost identical, the rubrics give the totality of what is offered in all the farms of all the regions. Some activities that take place differently but whose objectives are common have been gathered on the same sheet with their proper name.

Name of the activity

Name of the activity given by the City Farms. Grouped activities are shown under a general heading.

Associated activities

List of the principal types of activity which were taken into account for the development of this description. The original names are shown in annex

Age

Lists all the ages encountered in the various descriptions.

Duration

Lists all the durations encountered in the various descriptions

Country

Lists the countries where this activity was described and assessed by children and adults.

Transferability to schools

The heading shows whether the activity can be transferred to schools as it is or following certain modifications

Sources and resources

Lists the information supplied by the farm(s) which make this activity. A list of tools and resource associations, presented in annex, completes this heading.

Contents / Competences / Equipment / Development

Gives the topics tackled, the competences aimed at (in terms of knowledge, know-how, behaviour psychomotor and sensory development), the equipment needed to conduct the activity, the description of how the activity takes place.

Interaction between activities and prolongations

Lists the names of complementary activities which can be practised at the City Farms by children (these activities either exist or are at project stage).

Potential of the activity according to the organiser.

The heading gives the opinion of the organiser concerning the activity and suggestions for improving and developing it.

Assessment of the activities

Opinions of the adults

List the opinion(s) of the teacher(s), City Farmer(s), who participated in that activity with the children.

Opinions of the children

The opinions have been collected on the basis of interviews conducted in groups of 8 "representative" children or of the class that participated in the activity. Each child expressed his opinion on each of the 9 questions asked. As far as possible, interviews were conducted by the organiser, just after the activity itself so as to target the responses on the part of the day concerning particularly nutritional education. In certain cases it was the teachers who, back in class, conducted the interviews. Whatever the chosen moment, it was inevitable that a series of impressions not directly to do with nutritional education in the strictest sense would be collected. These responses from children nonetheless reveal the favourable emotional climate developed within the City Farms between children, organisers, and teachers for encouraging the adoption of healthier behaviour towards food.

Activity assessment tools

What the organiser envisaged or used for assessing his own activity.

Description of the activities
And
Qualitative evaluation



Production: cultivation, breeding



Pancakes, omelettes (animal of the farm, egg, omelette)

Related activities

Age 5-13

Length 90 min.

Belgique

België

10 enfants max

10 Number of children per facilitator

Deutschland

Italia

Transferability to school

yes no condition

The pictures taken by the teacher gives the possibility to review the different stages of the activity in the class afterwards.

Sources of information

Animals of the farm.
Documentation on the egg.

Prerequisites

None

Topics tackled

Pancakes

The collecting of the eggs.
The ingredients and the origin of flour, milk, eggs, sugar.
The nutritional quality of the pancakes.

Omelettes

Who lays the egg?
How to make an omelette.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

To measure.
To break the eggs.
To blend.

Pancakes: work together, share a meal together (to celebrate an anniversary).

Development of the 5 senses.

Omelette: be autonomous.

Interactions with other activities and prolongations

Origin of the ingredients: flour/wheat, egg/chicken etc..
Role of the pancakes, of bread as base of our feeding (a good balance of proteins, glucides, lipids).

Material and documents used

Animals of the farm.
Ingredients for pancakes: meal, eggs, sugar, milk, oil.
for an omelette: eggs, milk, salt, pepper.
Camera (optional).
Kitchen gear: different bowls, whiskers, wooden spoons, cooking pan, plates.

Presentation of the activity, development

Pancakes

How are we going to prepare the pancakes? What are the ingredients we need?
Collecting the eggs. Break the eggs in a bowl
Sieve the flour and the sugar, add the eggs, then little by little the milk.
Whisk the batter . Let the batter rest : why ?
Cook the pancakes , sauté them.

Omelettes

Contact with the animals. Collecting the eggs from the hen house.
Making of the omelette: the teacher takes a picture of each stage .
The explanations are detailed, the language used is simple.

Potential of the activity given by the facilitator

This activity develops the socialisation of the children: cooking gives often the opportunity to discuss, to share ideas, experiences. Variants are possible e.g. make omelettes or pancakes with vegetables for a complete meal. The children had some difficulties in expressing themselves but they enjoyed the making of the omelette involving the contact with the animals, and all the tactile aspects.

Valuation tools of the activity

Listen to the children and see their pleasure.

Valuation of the activity by the adults

Number of valuers: 1

Presentation adapted to (handicapped) children.
Contact with animals and hens.
The children collect the eggs, learn how to break them and how to make an omelette.
They do it on their own.
The City Farm offers a direct contact.

Opinion of the children

Nb. of valuers: 8

Nb. who liked : 8

+or-: 0

didn't like: 0

I've learned to make an omelette, pancakes, to blend the egg y liked to break the eggs , to smile for the picture!
I've eaten an egg, I heard the milk drops, I smelt the odour of the cream, of the flour.
I liked to carry a chicken, the egg basket, to caress the goat, to listen to the drops, eat the pancakes.
I liked less to blend the batter, being cold when I was outside.
It was important for me to have been able to break an egg on my own, to make a pancake.
At home I will make chocolate pancakes, I'll cook on my own.
To preserve my health: I eat of everything, I eat chestnuts, pears, bananas, raspberries. I don't know.

Cultivation, breeding

Related activities To plant vegetables for the winter. From Pumpkin seed to pumpkin "Dill-cream sauce".
 Discovering the organic garden. Comparison between intensive production and market garden production. Nourishment: the food circuit. Harvesting at the organic farm.

Age 6-17

Length 90 min.

50 enfants max

15 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

To have a patch of ground nearby or at the school

Sources of information

Cookery book.
 Own experience.
 Garden books.
 Horticulturist.

Prerequisites

None apart from enjoying to work in the open air.

Topics tackled

Plant vegetables for the winter.
 Gardening, cooking, healthy and balanced food.
 Cultivate the different varieties of vegetables (diversity of vegetables, strange vegetables).
 The link between the biological diversity and the ecological balance.
 Life of the soil.
 Positive association of the different plants.
 The cycle of the plants.

Skills targeted : Know-how

How can you make a good sow bed.
 Learn to work in the garden.
 Deal with the nature.
 Pick up vegetables, potatoes.
 Feed the animals.
 Learn cooking. Learn eating.

Behaviour

Carry out type of works you don't like.
 Learn to alternate when planting.
 Taste and recognize the vegetables.
 Establish a contact with the animals.

Sense, psycho-motricity

Handling kitchen knives.
 Feel the earth, touch, observe.
 Make grooves for the plants, pull out, cut, feel the vegetables, the earth.
 Caress the animals, develop the different senses.

Material and documents used

Soil for cultivation.
Different winter seeds.
Gardening tools.
Cookery books.
Kitchen utensils.
The animals of the farm and their food.

Presentation of the activity, development

- 1) Discovering of the vegetables and their needs (the soil micro-organisms, the ecological balance) with a tale.
- 2) Taste the vegetables and the herbs and tell what you feel.

Cultivation

Search the right position for the plants when planting.
Plant.
Manage the cultivation.
Reap.

Breeding

View of and contact with the animals.
Game of questions-answers.
Preparation of the food products for some animals.

Cooking

Use the collected vegetables.
Theoretical content.

Interactions with other activities and prolongations

Cook a vegetable soup.
The difference between organic products and non-organic vegetables.
Cook different food.
Workshop in gardening.

Potential of the activity given by the facilitator

The children were enthusiastic and interested. Possibility that many children can take part in the project. Link between the vegetable garden, the organic vegetables, eating healthy, prefer the quality to quantity. Motivates the children to have respect for the animals and the nature, to develop their taste for real things.

Valuation tools of the activity

Observation, feedback, the mood and enthusiasm of the children, their questions, their happiness. The remarks and comments of the teachers.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 5

Very beautiful vegetable garden; a variety of biologically cultivated vegetables.
The children have learnt on their own (planting, sowing, picking).
The children were enthusiastic about it all.
Because they were interested, they asked questions and listened to the answers.
They have learnt which plant grows from which seed.
How to sow or plant so that it grows properly.
The children have to follow the agreed rules exactly, or the vegetable will not grow properly. The children learn from practical activities in the course of which theoretical information is also imparted. Choose natural vegetables, learn how to recognise them, cultivate them and cook them. They learn how to identify alfalfa, when it is ripe and when it should be scythed, cattle feed, milking techniques. The children have an idea of the medical and culinary application of herbs.
Learn how to make yoghurt and cream cheese.
The children have genuine contact with animals, can look after them and touch them.
The children have to be patient and obey orders.
They work with other schoolmates.
Learn to express personal opinions, listen, and learn about health matters.

Opinion of the children

Number of valuers 8

number of children
who liked the activity 3

Number of children who
liked +/- the activity 1

Number of children who
didn't like 4

I learnt to plant vegetables, pumpkins, to work in the nature, I saw how big a pumpkin can be, I tasted herbs.
I tasted apples, they all had a different taste, I tasted milk from the cow, cheese, organic ice-cream, raspberries, strawberries, I smelt manure, hay. I heard the cow moo, I felt the earth, I felt the pumpkins: they are soft inside and hard outside, the earth was wet, I saw a chicken laying an egg: she was happy.
I liked most to work in the garden, the animals, to sow, to taste the vegetables, to see how they grow, to run in the orchard, it's big, to pick up an apple and eat it, to be at the farm.
I liked less to be outside while it rains, to wash and cook vegetables, to know that we eat animals, the odour of the pig: it smells bad, I was afraid of the goats.
The most important thing I learnt: we have to wash thoroughly the fruits and vegetables that are bought, we have to eat healthily and thus feed properly the animals. Why we breed animals and how we feed them. How to caress a pig, it's fun. Respect the nature. How to plant vegetables and salad. See and touch animals. How to eat the right way.
What I didn't understand: why we don't cultivate the natural way on the planet. Why men don't always feed the animals correctly. How grass is being transformed into milk.
At home, I'd like to plant vegetables, to sow salad, to buy healthy vegetables, to eat healthy, well-balanced food, my grandfather has an organic garden, my dad has a vegetable garden and I'll ask him to cultivate organically.
We like the way we learn things here (14) because it's different than at school.
To stay healthy, you have to eat well, not to eat too much, eat fruits, vitamins, make sport, eat healthily, be in the open air.



From bee to honey

Related activities The alternative to industrial sugar.

Age 10-12

Length > 120 min.

40 enfants max

15 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

Honey: theory is possible during the lessons on insects.

Sources of information

Honey: Magazine of "the koninklijke Vlaamse Imkersbond" (royal flemish beekeepers association)
Information centre on beekeeping, university of Gent, beekeepers, CD-ROM, books on bees etc..

Prerequisites

Honey activity: they have to know something about insects.
Sugar activity: none.

Topics tackled

Honey activity

Life of the bee: communication, the 3 different kinds of bees, products of the bee.

The utility of the bee. Other insects.

What is honey. Different types of honey.

Where does honey come from?

How we collect honey.

Taste the collected honey and compare it with honey from the shops.

Sugar activity

The alternatives to industrial sugar (honey, sugar cane, corn syrup etc.). How to prepare healthy sweets with these alternatives. Comparison between industrial chocolate and organic chocolate.

Skills targeted : Know-how

Honey activity
Put ripened honey into honey pots.
Make wax candles.
Cook with honey.

Sugar activity

Recognise the boiling point, till the the corn is at the right temperature. Not let the corn burn.

Behaviour

Learn to work in team, to listen, to have self-discipline,
To be active, to have patience, to look, to be self-confident and to overcome their fear for bees or insects in general.
Recognize that there are alternatives to industrial sugar.

Sense, psycho-motricity

Taste, smell, act, be creative.
Ability to explore and use all our senses for a product that we use regularly.
Develop our ability to compare different tastes.

Material and documents used

Exhibition on the life and work of the royal bee.
Beehive visible in a glass box (Neerhof).
Each farm uses all the equipment that the beekeepers have and all material to make wax candles (hobby shops have them)

Presentation of the activity, development

Observing honeycombs: how the bees make them, fill them and close them. What is the use of the honey? What do we use it for?
We invite the children to taste the wax and the virgin honey.
For collecting the honey we use a centrifuge, this gives the opportunity to explain what a centrifuge is.
Making wax candles: where does wax come from. What does the modern industry use nowadays to make candles?
Put honey in honey pots: how to do it, how is honey "ripe", what is the difference between hard honey and liquid honey etc.

Interactions with other activities and prolongations

Flowers and trees for bees. Other insects on the farm. How are bee-products taken.
Respect for the nature and the environment. How to become a beekeeper. Symbioses and fertilisation.

Potential of the activity given by the facilitator

Practical activity where the children actively participate to something they normally can't do at home. The children discover where the honey comes from before it is sold in the shop. This activity leads them to think and develop respect for nature's processes.
It is a 4H activity: learning to work with your Heart conducted by your Head and your Hands to do something for your Health.

Valuation tools of the activity

The enthusiasm and the interest of the city children for whom everything is excitingly new.
The dialogue, discussion in group.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 8

Application of what has been learned in class when the honey was collected. The activities were varied, adapted to the children. A lot of concrete material, relaxing and instructive. For the city kids, having the opportunity to participate in the following activities is an important and rewarding experience : farming work, preparation of meals, work with honey, make candle, work together, feel the life of the farm, learn to have respect for the animals. The children learn the place of honey in our daily life and to replace refined sugar with honey. The City Farm is concerned with a healthy nourishment of the children, a lot of children having bad eating habits. In a City Farm, there are more interactions. Everything is oriented towards a concrete experience, the children lend a hand, make their own food with products of the farm.

Opinion of the children

Number of valuers 48

number of children
who liked the activity 43

Number of children who
liked +/- the activity 5

Number of children who
didn't like 0

I learned to make honey, to make candles, about bees, to take care of animals, to make the difference between the tastes.

I tasted the difference between cheese, bread, honey, I tasted dairy products, I heard the bees, touched the animals, smelled the vapour.

What I liked most: to be with animals, to eat together. Nothing was bad (21), I didn't like to listen or to wait, to feed some animals, to look at the bees, I was afraid.

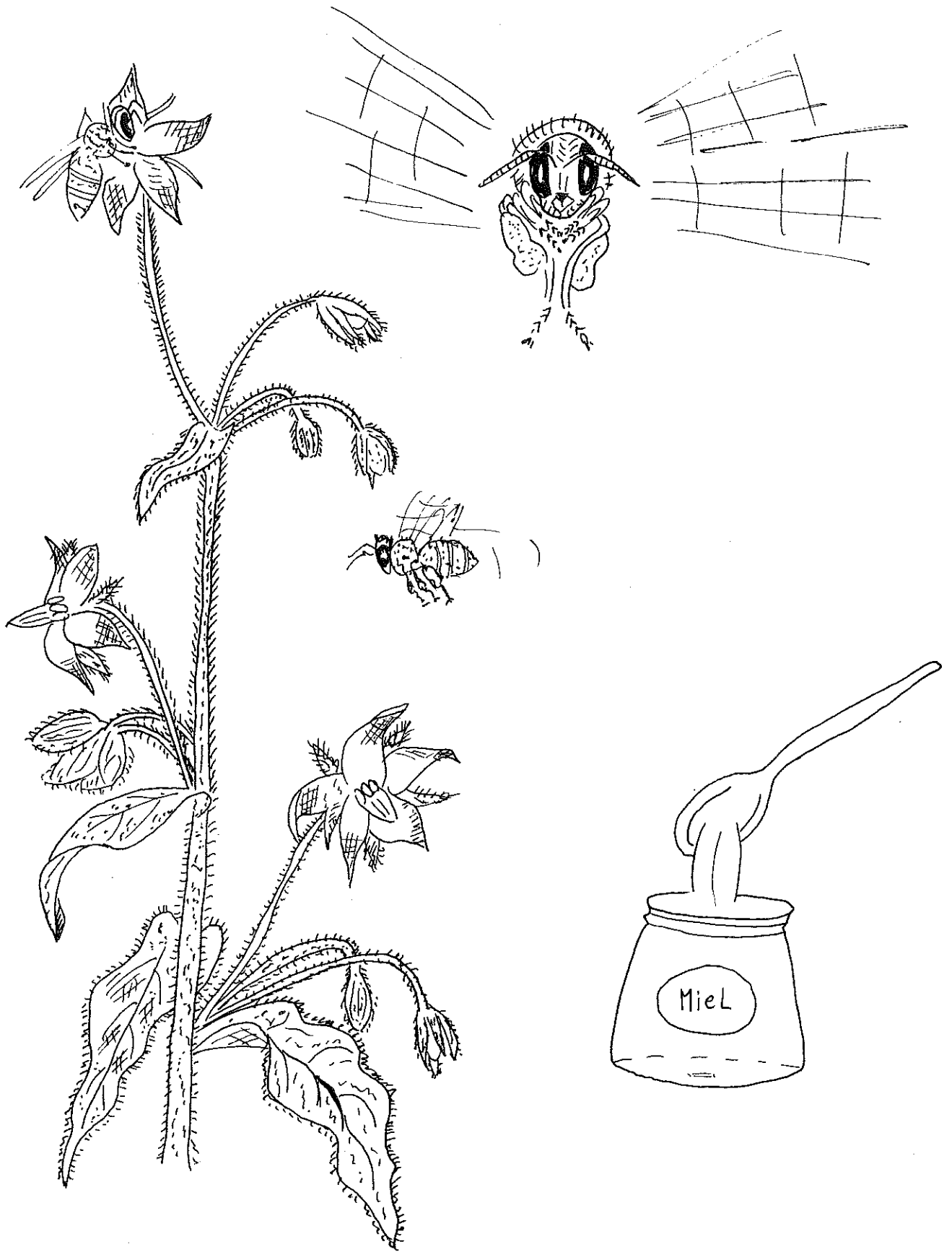
The most important thing I learned was the life of the bee and how honey is made.
I understood it all.

I didn't understand why animals have to die.

At home, I will make candles, honey, I will come back during the holidays.

I like **being at the City Farm** because I learn by doing (32).

To stay in good health: I eat healthy food, I do sport, eat a lot of vegetables and fruits, eat honey, drink milk, water.



SOURCE : LA Hulotte

From the grass to the cow and from milk to butter

Related activities From grass to the cow. The making of butter.

Age 6-12

Length 30-160 min

60 enfants max

15 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

Start the activity at the stage of the churning of the cream, do it with the glass jars.

Sources of information

The farmer's work.

Prerequisites

None.

Topics tackled

The work of the farmer.
 The transformation of forage (the different types) by the cow and the life of the cow .
 The composition of milk.
 The origin of milk and the stages of its transformation in butter.
 (Skimming , fermentation of the cream, churning, draining of the sour milk, rinsing, creaming, weighing and wrapping up).

Skills targeted : Know-how

Learn the technique of milking.
 Observe the cream that floats in the cold milk.
 Find the rhythm to whip the cream, stop the churning as soon as the grains of butter are formed.
 Rinse the butter, press it to take the water out of it.
 Weigh, mould and wrap the butter.

Behaviour

Respectful approach of the cow.
 Team work where we should be able to exchange roles and tasks.
 Mutual aid.

Sense, psycho-motricity

Observe, feel and touch the grass, the cow, the udder, the sour milk, the butter.
 Direct experience with the origin of milk.
 See, feel, taste the differences during the process between the milk, the sour milk and the butter .
 Be able to move the arms in rhythm.

Material and documents used

Electric or manual churn (with crank) or glass jars.
Fermented cream.
Sieve, butter mould, containers for the sour milk and the cold water.

Presentation of the activity, development

Type of questions:

Do you know how we make butter? Who has already made butter?

Where does milk come from? How much milk do we need to make a package of butter?

1. Visit of the farm (stables and litter, room for milking, boxes for the calves, barn, etc.).

2. Feed and milk the animals.

3. Skim the milk that has just been milked.

4. Churn the cream that has been obtained the previous days and has fermented till it forms grains of butter and the sour milk has given out globules of fat.

The children turn the crank, shake the jars, observe the transformations of the cream through the window of the electric churn.

5. Let the milk run out of the churn and the jars.

6. Wash the butter several times with water (the last water has to be translucent).

7. Cream the butter to take the water out of it. If it is not possible with the machine, use wooden pallets with grooves or press the butter in a paper for butter.

Interactions with other activities and prolongations

Making cottage cheese, yoghurt and cheese. Making of all dairy products from the goat cheese.

Potential of the activity given by the facilitator

Very exciting activity, rich of experience that allows an active work, bodily (feeding, milking), intellectually (observation of the physical transformation of the cream into milk) and affectively (relation of the children for the animals, sense of responsibility etc.). The respect and the admiration for living beings, the cycle of nature is stimulated by this activity. Activity that explains the transformation of milk, helps discovering the authenticity of the products through the comparison with products of substitution. Return to taste.

Valuation tools of the activity

Each child brings his "own" butter at home. Pictures of the activity are multiplied by the number of children so each child can explain to his friends and family what he has done.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 7

Vocabulary, manipulation, awareness of raw materials.

All the ingredients come together to make the experience a profitable one.

The children enjoyed the play and instructional aspect of the experience.

There was active participation – milking cows, acquiring good manners.

The children were able to follow the path from veal to milk cow, from milk to butter.

Active children. Activities properly adapted to their level, offering the opportunity of forming links with the world.

This activity has made the children aware of nutritional needs, of not consuming too much fat ... a first step towards nutritional independence. The child is the actor and not, as is often the case, the spectator. The City Farm offers subjects which can be lived and repeated.

Opinion of the children

Number of valuers 70

number of children
who liked the activity 58

Number of children who
liked +/- the activity 10

Number of children who
didn't like 2

I learned to make butter from milk, to obtain cream, to milk a cow, to turn the crank of the churn, to make patterns with the butter.

I saw the transformation of the butter, I heard the centrifuge, the churn. I tasted the butter, the cream, the sour milk and the bread. It tasted a bit after the stables. Smelling the butter was awkward, it was altogether hard and soft, the contrary of mud. Home-made butter tastes better.

What most of the children preferred: cream, whip or mould the butter, turn the crank of the churn, taste the butter. A minority preferred to milk the cow or skim the milk.

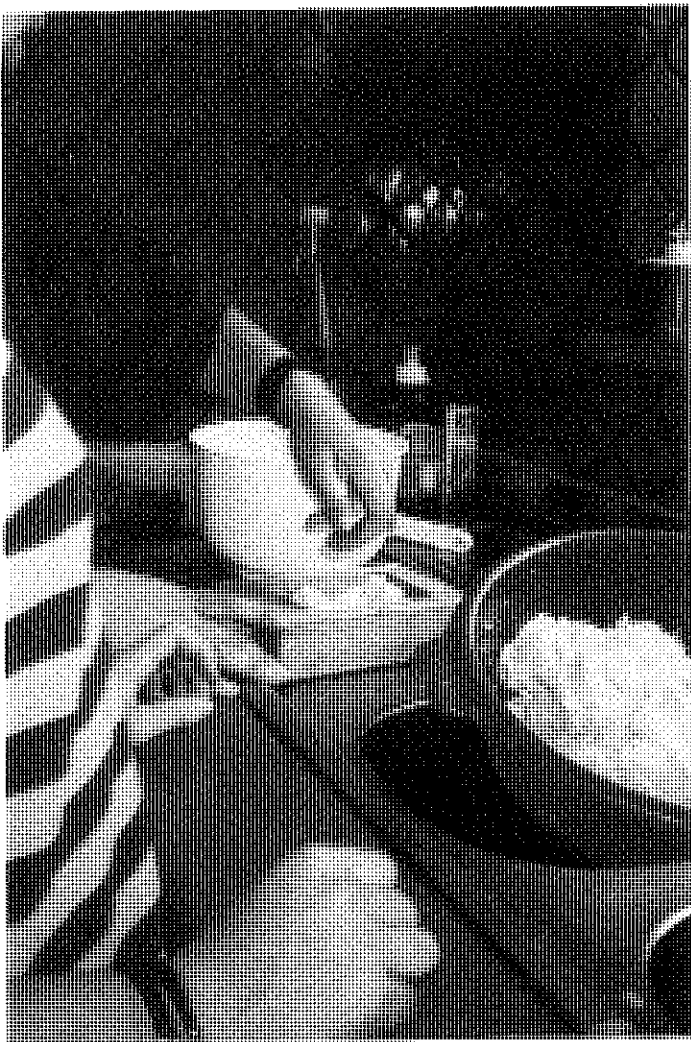
There was **nothing** in particular that the children **disliked or didn't understand**.

The most important they learnt is the transformation of milk into butter.

A majority wants to redo the activity **at home**.

Most of the children appreciate the **methods of the City Farm** because: It's fun. We do things on our own, we are allowed to touch, taste. On the other hand: Butter doesn't interest me, it's sticky.

To stay healthy: I don't eat too much butter (11X), I eat a bit of everything, I eat butter (9X), I wash my hands before cooking, I drink fresh milk. I eat bread, I pay attention to what I eat, I go on holiday at the farm.



Die kuhwarme Milch muß in der Zentrifuge gleichmäßig zu Rahm geschlagen werden.

Für 8 Stück Butter brauchten wir 30 l Milch. (Für die ablaufende Magermilch haben wir aufgrund Milchüberschuß keine Verwendung.)

Der Rahm wird in einer anderen Maschine noch solange gerührt bis er zur festen Masse wird.



Nun nur noch die Buttermasse ausdrücken und rein in die Form.

Lecker, die als Nebenprodukt angefallene Buttermilch.

8 Stolz auf das eigene Stück Butter nach soviel Arbeit



Discovery of the orchard - the dry fruits of the autumn

Related activities

Age 6-8

Length 60 min.

4 0 enfants max

2 0 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no condition

If the teacher has an orchard close to the school with a sufficient variety of fruit trees.

Sources of information

Livres: "Les beaux fruits de France d'hier et d'aujourd'hui" (G Delbard). - "Les fruits" ed. Gründ.
 "Les fruits du jardin" col. Le jardin pratique, ed. Nathan.
 " Les trésors de nos vergers" Les amis de la terre.
 Publication du Centre de Recherches Agronomiques de l'Etat (Gembloux), C. Populer.

Prerequisites

None

Topics tackled

Orchard

Fruits and health. Diversity of fruit trees. The cycle of the tree and the fruits. The differences between tree, small shrub and herbaceous plant. The morphology of the trees and of its parts. The difference between "edible" and "toxic". The use of fruits in our food.

Dry fruits

The different varieties in the old orchards. The dry fruit: a lot of vitamins! The forest fruits. The size and formation of trees.

Skills targeted : Know-how

Identification of the different trees of the orchard.
 Knowledge of their use in the kitchen and others.
 Be able to distinguish a tree, a small shrub, a herbaceous plant.
 Be able to draw the different fruits.

Behaviour

Become aware of the varieties of native fruit trees.
 Have respect for the natural environment by learning to appreciate it.

Sens, psycho-motricity

Observe the trees and plants.
 Draw with a pencil.
 Walk and run.
 Touch the fruits and the barks.
 Taste the chestnuts, the apples.

Interactions with other activities and prolongations

Orchard: sensory discovery of fruits and vegetables - making products with fruits - balanced food.
 Dry fruits: ecological balance - vegetable garden- origin of food - method of production et healthy food.

Material and documents used

Different varieties of fruit trees with fruits in development.
Letters or numbers to hang up on each tree (optional).
A pencil and a plank per child.
One identification sheet per tree (times the number of children) with the drawing of its fruit end leaves + 3 squares to tick: a tree, a small shrub, a herbaceous plant + 2 squares to tick: edible, toxic.
Four spaces : for the drawing of the fruit, for the answer to the question" what are the uses", to write the letter or the number corresponding to a tree.

Presentation of the activity, development

Orchard

What is the importance of fruits for our health? Where do the fruits come from?
What is an orchard? On which plant are we going to find this fruit?
What are the differences between an herbaceous plant , a tree, a small shrub?
How can we know if a plant is edible or toxic? How can we identify the plants?
Give the limit of the area of the game, describe the identification sheet and give to each child: a sheet, a pencil and a plank. Each child searches for the tree that has the same fruits than the ones drawn on his sheet.
Once he has found the tree, he writes the letter or the number of the tree on his sheet (this will help verify if the child has found the right tree) as well as its name as the name of its fruit. The child ticks the squares and draws the fruit in its present development stage. Then he comes back to check(or correct if needed) his sheet and leaves again with a new sheet. Each child works following his own rhythm.

Dry fruits: what do you know as forest fruits or fruits from the orchard? Grid with all the different varieties .

Potential of the activity given by the facilitator

The children know the fruits without knowing the plant that carries them, their season of ripening, the interest of their use and of their diversity . Searching, moving in an open space is very motivating for the children.
Being able to work following their own rhythm, either in group or individually and to obtain the sheet for the following tree creates a lot of enthusiasm. The children become aware of the value of the food coming from the orchard of from the forest (biodiversity, calmness, serenity, beauty).

Valuation tools of the activity

The success of the children in their identification of the tree. The drawing of the fruits. The synthesis done by the children at the end of the activity.

Valuation of the activity by the adults

Number of valuers: 2

A lot to see.
Explications well made at the children's level.
The City Farm offers apprenticeship opportunities.
Good use of the different things acquired from other activities of the farm (= transfer).
Allows for concrete and constructive approaches to themes that are more difficult to tackle in town.
Here they can find their way around the orchard.
Allows the children to discover the plant (tree) that bears the fruit that they eat.
Respect for nature, others, habits of keeping the place tidy (sorting the rubbish).
Fruit tasting can be envisaged, either as they are or in jam, depending on the season.
The City farm allows one to live hands-on activities for a relatively long period, which facilitates accomplishments.
If one wants to achieve efficient prolongations, the parents should participate as well!

Opinion of the children

Nb. of valuers: 16

Nb. who liked : 14

+or-: 2

didn't like: 0

I tasted the strawberry, the raspberry, I heard the birds singing, I touched a strawberry.
For me it was important to learn the names of the fruits and the trees. I didn't like it when I cheated, when I had to explain something. I liked the activity at the City Farm because we had to find out by ourselves.
To preserve my health I should: eat vitamins, fruits and vegetables, wholemeal bread, not too much fat, cornflakes.

For the dry fruit activity, the children were impressed by the huge trees of the old varieties of the orchard, and all the natural life that is linked to it, but the majority of them were disturbed by the different odours.

A day at the City farm

Related activities Milk, cereals and their transformation.

Age 10-14

Length 120 min

25 enfants max

13 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

Sources of information

Prerequisites

Knowledge of milk and wheat

Topics tackled

Visit the farm so as to underline the relationship between forage cultivation and the animal feeding.
The importance of products of vegetable and animal origin that are used for the human nourishment.

Skills targeted : Know-how

To recognize different kinds of meals.
To observe the milk with the microscope.
To use the mill.
To knead.
To work with the churn.

Behaviour

Working in group.
Make recipes.
Learn to play games.

Sense, psycho-motricity

Learn to taste.

Material and documents used

Alimentary pyramid, agricultural tools, microscope (to observe the milk), oven to cook bread, different kinds of flour, cooking gear, churn.

Presentation of the activity, development

A day at the city farm where the children can participate to different activities: visit of the farm, discovery of the vegetable garden, of the orchard, of the animals (care and nourishment). The children participate in group to a workshop (transformation of a product of the farm): e.g. making butter, bread, cheese ...
They go back home with the product they made.

Interactions with other activities and prolongations

Given the different activities to which the children can take part, the possibilities of prolongations or related activities are varied: all activities linked to nutrition and health, the well-balanced meal, breakfast, the origin of food, the links environment-health-agriculture-food etc.

Potential of the activity given by the facilitator

The children pay attention. They are mainly interested in the practical aspect of the activity, in tasting food and bringing at home the products they made themselves .

Valuation tools of the activity

We base our activities on interest, debate and participation. This year we make a questionnaire for the children and the teachers during the last meeting.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 4

Theoretical part too long, boring.

The children got to know information given in class about nutritional education. Acquiring concepts was achieved through manual work and practical experience. The children learnt how to knead and prepare biscuits and cheese, to transform butter milk into cheese. They have to respect considerations of hygiene during and before preparation of meals.

The children learnt about the origin of certain foodstuffs and their use in everyday life. They learnt how to make the dough for pizzas and how to work in the vegetable garden. One can prepare a tea of bread and cheese without recourse to (industrial) teatime products.

The CF offers the possibility of practical work with food, having direct contact with nature, and of establishing a link with food production.

Suggestion: prepare a meal with products from the farm.

Opinion of the children

Number of valuers 87

number of children
who liked the activity 77

Number of children who
liked +/- the activity 10

Number of children who
didn't like 0

The majority of children learnt " to cook pizza, biscuits and cottage cheese, butter. More specifically: to take the cream from the milk, to shake the cream with the churn and make butter .

The part they **didn't like**: cleaning and washing the dishes and when we used the churn, when the dogs barked, when we opened fertilised eggs.

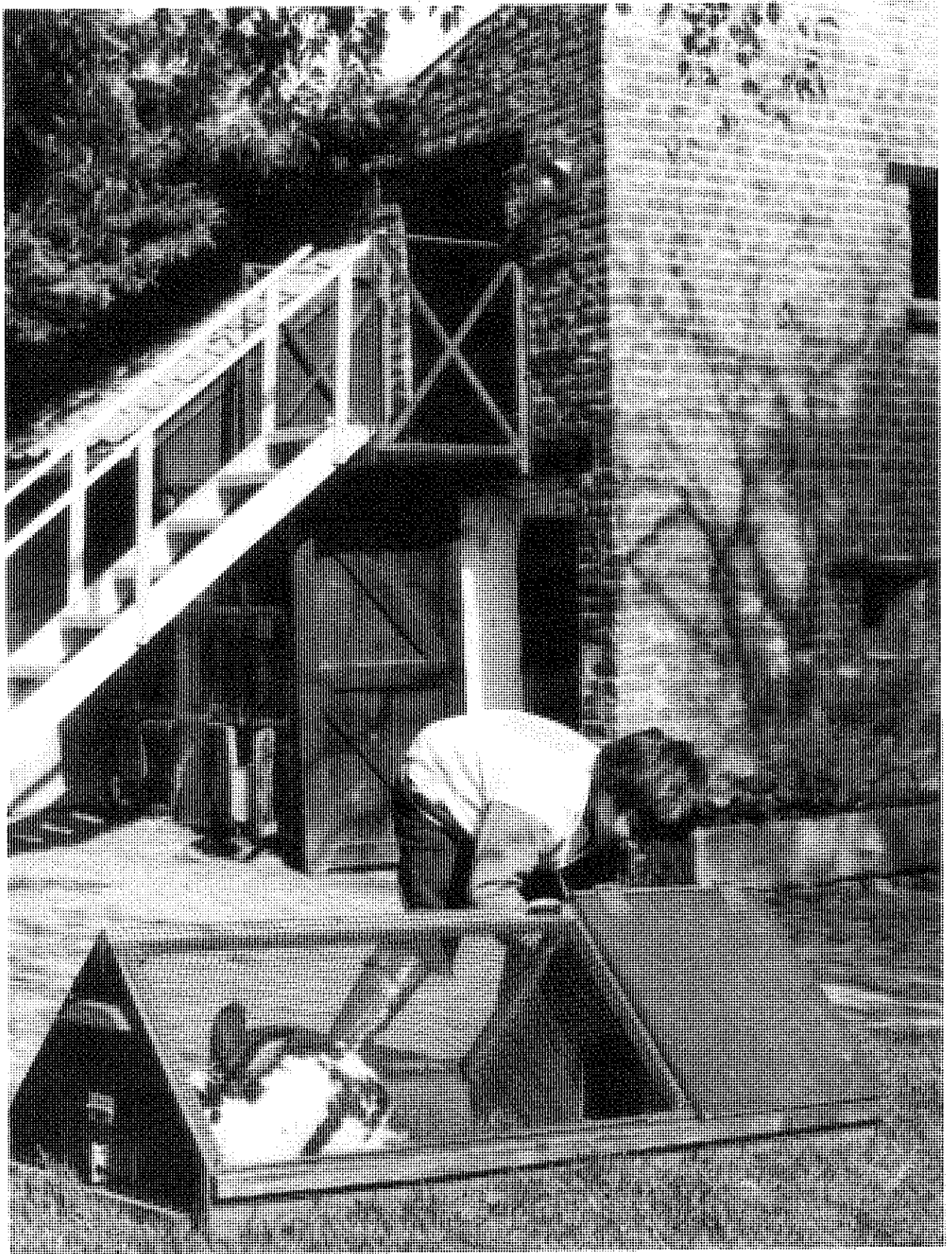
For Taste: "I touched the uncooked pizza, I smelled and recognised the products, I tasted bread and butter.

What is the most important they learnt: to cook, learning about proteins, vitamins and fat.

Appreciation of City Farm method: I liked the games on food. I enjoyed it , we played.

Home, I'll suggest my mother to cook biscuits at home.

It's important to eat all the foods even if I don't like something.





Transforming products of the earth



Fruit conservation: Jam, Marmalade, Dried appels

Related activities Cook applesauce. Cherry plum mousse. From fruit to jelly. Make jam by yourself. Ice cream with fruits from the orchard. Dried apple-rings.

Age 6-16

Length 120 min.

Belgique

België

30 enfants max

15 Number of children per facilitator

Deutschland

Italia

Transferability to school

yes no **condition**

There must be a garden and a kitchen at disposal.

Sources of information

Own experience. Books. Exchange of experience between City Farms.

Prerequisites

None, apart from being able to handle a scale, to measure.

Topics tackled

Jam

What is a fruit? The origin of food. Calculation of proportions. New vocabulary. Maintenance work of the tree (pruning, fertilisation, cleaning the ground). Using the waste (cider, organic fertiliser, etc..)

Reap the apples, the cherry plums that are good and can't be used. Transform fruits in jam. Cook applesauce for the winter. The different sorts of berries, of apples, of trees. Cultivation, crops, fruit processing. Advice on nutrition.

Ice cream

how to prepare ice cream with fresh fruit.

Dried apple-rings

how to preserve food.

Skills targeted : Know-how

Pick up apples the good way, without ruining the tree, with the stalks (preservation).
Distinguish the good and the decayed fruits, the ripe and the unripe ones.
Wash fruits and cut them.
Weigh the ingredients.
Fill up the pots with apple sauce.
Use the manure from the decayed fruits as organic fertiliser.
Feed the animals with the waste from the fruits.

Behaviour

Self-confidence, self-reliance.
Co-operative behaviour.
Learn to look for healthy food.
Share with others.
Try hard.
Alternate with different tasks.
Follow the rules, the assignments.
Pay attention to the environment.
Pick up the quantity of apples decided beforehand.

Sense, psycho-motricity

Climb a tree.
Skill by cutting.
Work with hot things.
Be careful when inserting something into glasses.
Taste before and after adding the preservative.
Taste with or without sugar.
Movement.
Development of the senses (feel the surface of the apples).

Material and documents used

Ladder. Baskets, bags. Kitchen utensils (knife, pot, etc.). Cooker. Juice extractor. Glass jars.
Ingredients: sugar, citric acid, cream for the ice cream.
String to dry the apple-rings.

Presentation of the activity, development

Jam, marmalade

Discuss the recipe. What do we need? Explaining the recipe.
Reap fruits, identify them by their fruits, leaves, form.
Cut and process the fruits in jam.
Fill the clean glass jars with jam.
Feed or put the waste into the mixed manure.
Tidy up together.

Ice cream

Reap the fruits, wash and cut them, mix with the cream, put in the freezer.

Dry apple-rings

After reaping the apples, peel and take the pip out, cut in rings and hang on a string for drying.

Interactions with other activities and prolongations

Work in the vegetable garden. Visit a fruit plantation. Photosynthesis. Cycle of matter. Mixed manure.
It is easy to connect with other food themes: e.g. apple cake, bread with jam, sauerkraut with jam, apple juice..).

Potential of the activity given by the facilitator

The motivation of the children is very big. Comparing the products made with the products bought in a shop is very interesting. The taste is convincing. The children like to do something and ask a lot of questions. No use of preservatives. No waste. Children like bringing home the things they found in the countryside during the day.
Activity using the 5 senses (when picking fruits in the orchard, when preparing and tasting the jam, ..).

Valuation tools of the activity

Interview with the children: what it tastes like, looks like. Make a comparative presentation. Enthusiasm of the children while they cook food. Their remarks. Their mood while they work. Evaluation with the children to see if the fruits they picked up are OK (ripe, healthy,...).

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 7

A simple process yielding tangible results
The children are extremely interested in this. They are convinced by the taste and by the pleasure of the preparation.
They ask interested questions.
The children learn that the fruits of the country are easy to work with. They learn how to make jam, how to hold a knife.
Pay attention to and be able to listen to announcements.
Social contact: the child in front of a group and adults.
Learn to work independently.
Deal with subjects concretely.
Shift the orientation of (over)consumption.
By working as a group, learn social graces (co-operation, judgement, criticism, tolerance) and how to reach agreement.
Dry apple: the children learnt how to preserve foods. They were able to climb trees and use knives. They learnt how to be patient and watch how things can transform themselves.

Opinion of the children

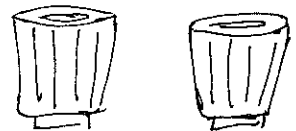
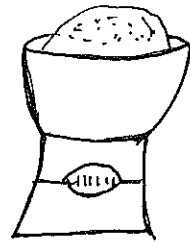
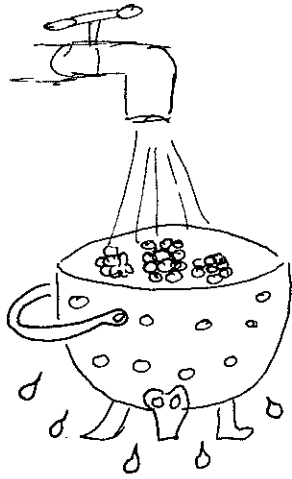
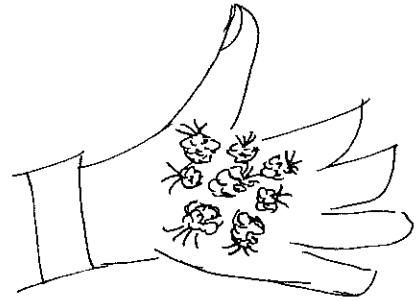
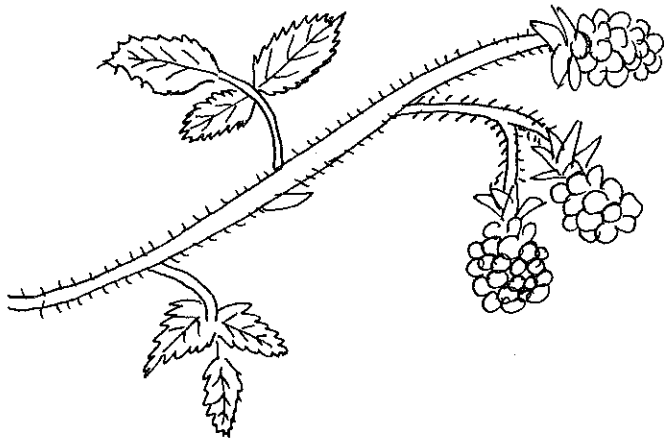
Number of valuers 72

number of children
who liked the activity 65

Number of children who
liked +/- the activity 8

Number of children who
didn't like 1

I learnt to cook jelly, jam, to take out the juice from the fruits, to make dry fruits, to make fruit ice cream .
I tasted fruits, jam, cherry-plums, apple-sauce, after drying, the apples taste sweet, the fruits lost their taste in the ice cream.
I liked most to cut the apples, to cook stewed fruit, to eat and drink in a relax way, to reap fruits, to eat the ice cream.
I didn't like to wash up, to cut fruits, nothing (for the ice cream).
The most important: to make jam (28), to make ice cream, how to dry apples, to wash your hands.
I didn't understand why making jam is healthy, why do we have to stir so long, how to measure sugar.
At home: I'll make jam, applesauce, have tea and bread with jam in a relaxed way, dry other sorts of fruits, prepare ice cream, help my mum in the kitchen.
To stay healthy: I have to eat fruits and vegetables, don't eat too much sugar, eat a bit of everything, I have to buy fresh food, do sport, I need a garden, I go to sleep early, I take vitamins.



International cooking

Related activities Pumpkin fritters. Tortilla, Pizza. Stamp Sauerkraut. Bake indian chapatis. "Africans" (rice with roastbeef and spinach). Food like in India (millet with apple sauce). English and German potato salad. Bortsch. Coloured "Käspätzchen".

Age 7-18

Length 60 min.

25 enfants max

10 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no **condition**

To have an oven, cooker at disposal.

Sources of information

Own experience. Cookery books. Exchange with english colleagues.
 For chapatis: After a travel in India, Manu Haas, Rezepte : "die Küche in Indien" Timelife, Remseck b. Stuttgart 1984. For pumpkin fritters: Old portuguese recipe (orally transferred). For pizza's: "Confection de tourtes", Anne Wilson.

Prerequisites

None. For some recipes, the children must be aware that they will work with hot oil and have to be careful.

Topics tackled

Creativity when cooking.
 Dye food naturally.
 Getting social responsibility.
 How to be confident while cooking with foreign people.
 Other countries and their eating habits.
 Become acquainted with unknown sorts of vegetables, with foreign food.
 The way of life in India.
 Bake bread in the simplest way. How to bake pizza, chapati's.
 Production of cabbage: origin, why it gets sour, why you have to stamp it.

Skills targeted : Know-how

Strength and dexterity.
 Learn to assess, weigh.
 Deal with sharp kitchen utensils.
 Knead and roll dough.
 Bake safely with oil.
 Look for herbs, find them, harvest them.
 Collect and break eggs into bowl.
 Wash, clean and cut vegetables.

Behaviour

Have patience.
 Show interest.
 Be helpful.
 Solve a problem together in the group.
 Speak, listen, obey.
 Learn to be organised.
 Develop respect towards food.
 Be able to cook together.

Sense, psycho-motricity

Smell the different odours (e.g. of freshly cooked vegetable or baked bread).
 Knead dough.
 Work safely with oil on an open fire.
 Do the right movement to cut.
 Sensual experience: develop and use all the senses, perceive food actively.
 Perceive that food can change your mood.
 Notice the changes in the aspect of food while cooking.

Material and documents used

In function of the activity: kitchen utensils (pots, dishes, pans, wooden spoons, knives, et.), cooker or wood-burning stove, oven.
Different ingredients according to the different recipes (e.g. for tortillas: potatoes, onions, salt, pepper, eggs, oil, chives).

Presentation of the activity, development

NB Since these are different activities, we give here a general presentation.

Information about the country, the people, their eating habits.

Finding a recipe together.

Give a description of the ingredients that will be used.

The children discuss about the way they will prepare it, they make the list of the ingredients they need.

They buy the ingredients or collect them at the city farm (where do we find vegetables, herbs, eggs etc.?).

They follow all the steps of the preparation accordingly to the recipe: they cut the vegetables or make the dough, cook or boil, lit the fire etc.

After the meal, they do the dishes and tidy up.

Types of questions to ask: Why is this food typically of this country? Do you know all the steps to follow to prepare food? Which nutrients are in the different foodstuffs? What do we need to prepare a healthy pizza? How can we dye a food product naturally? Why has dough to raise? What has to come in the pot first? What are "Spatzen" (or Chapatis, or Tortillas etc.) made of ? Compare foreign/national recipes .

Interactions with other activities and prolongations

Develop a thema around foreign cultures, foreign dishes.

Ingredients of different origins. Food tradition. Human geography.

A day on a youth farm. Connect it with a grill party. Connect with a project "eat with your eyes", food that looks good.

Chapatis as a side-dish for vegetables. Make Halloween heads with pumpkins. Make pies.

Potential of the activity given by the facilitator

Being creative in the kitchen is fun and can be done at home also!

The children discover the savour of fresh products. This activity offers the opportunity to develop various topics around nutrition and feeding habits in general. By preparing their own food, the children become aware that it is quite easy, that healthy dishes don't ask a lot of work and aren't expensive. They learn to eat wholemeal products (with proteins, glucids, etc.).

Valuation tools of the activity

Eating, tasting the food product they made. The enthusiasm of the children, their reaction while preparing the food.

Writing suggestions, ideas, appreciations in the visitor's book. Compare the taste of a home-made pizza and a pizza from the shop.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 14

With this activity, one can link participation, enjoyment and ecological momentum with the goal of a balanced diet. The end result (pizza) is superb. The children work well together.
Choose "good food rather than junk food". Get to know the ingredients, the vegetables.
Shred and press sauerkraut. Use a knife. Measure the blend of ingredients properly.
The children have weaknesses from the point of view of sharp mental agility.
Supervise the cooking of pasta. Obey orders. Have respect for food.
The education of the children with regard to their food and nutrition, as well as to those of foreign countries, leaves a great deal to be desired. Good group work.
Communication with foreign hosts.
Our children are fairly ignorant of vegetable harvesting and for the most part feed themselves on junk food.
The children learn from practical experience.
They learn to follow a healthy diet, and to distinguish between conventionally and biologically produced vegetables.
They have learnt how pumpkins grow and how to cook them.
Co-operation. Doing things together is of primary importance in the Youth Farms.
Preparation of an original dessert.
A healthy life is shown and lived throughout the whole year in a manner that is not too theoretical.
Freshly picked corn-cobs are divine. To choose fresh rather than canned vegetables.

Opinion of the children

Number of valuers 83

number of children
who liked the activity 67

Number of children who
liked +/- the activity 11

Number of children who
didn't like 5

I've learnt to make a good desert, to bake pizza by myself, to spice and fry meat, to cook rice, to cut onions without crying, to make chapatis, to know the different names of plants, to dye food without chemical products.
I tasted pumpkin fritters: they are fatty and warm, I tasted the salt, the greasy chapatis, the burnt meat, the raw vegetables. I heard the oil fry in the pan, I smelt the stinky cheese, the body odour of my friend. I felt the raw millet, it's hard and trickles through your fingers, stamping cabbage is very hard. I touched the dough of the pizza.
What I liked most: to pull the juice out of the pumpkin, to knead the beignet, to talk while you are working, to make fire, cooperation, to eat the finished pizza, everything.
I liked less to wash up, tidy up, to wait until everything is finished, to peel onions.
The most important thing I've learnt: yeast dough has to stay warm, be careful with knives, it can be fun to cook, make my own pizza, cook the rice correctly, roll the dough.
I didn't understand why the milk burns so quickly, why the others grumble about food, why rice absorbs so much water.
At home I'll make sauerkraut, pizza's, tortilla's, cook everything again, cook on an open fire.
We like it here, cooking together is fun, I can do a lot by myself..
To stay in good health: have a good breakfast, eat fruits instead of sweets, don't eat too much sugar, eat a lot of minerals, of vegetables, drink tea, eat a lot of bread, do a lot of sport, eat few fat, eat different things, drink a lot.



From sugar till sugar beet

Related activities

Age 8-12

Length 50 min.

25 enfants max

25 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

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Sources of information

Exchange of experience with teachers.

Prerequisites

None

Topics tackled

The photosynthesis.
Morphology of the plants and its parts (notion of cell). Quick-acting and slow-acting sugar.
The importance of the plants in the food chain.
The different types of sugar on the market.
The cycle of the sugar beet in a farm.
Approach of masses (scale).

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Be able to give the stages of the cultivation of the sugar beet with the help of pictures.
Imagine the different stages of the extraction of sugar by craft industry.
Various techniques to clean, peel, grate.
Weigh, calculate the weight of the sugar beets and of the quantity of sugar obtained

Develop a respect and gratitude towards the plants by becoming aware of their importance in the origin of our food.
Learn to carry out his/her own task to make a common activity.

Handling of cooking gear.
Use of the organs of touch, smell, taste and eyesight.

Interactions with other activities and prolongations

A balanced breakfast. Making of products with fruits (jam). Balanced food.

Material and documents used

Set of pictures illustrating the different stages of the cultivation of the sugar beet. Three or four sugar beets with their leaves if possible. Rasps, peelers, small knives, a big knife, plates, a pan, a sieve and a strainer, a hot plate, bowls.

Presentation of the activity, development

What are the needs of the human beings (food)? What does food principally bring us (energy)? What is the small product that is contained in the food that supplies us with this energy? Do you know plants that are big producers of sugar? Which are the three parts of the plants? In which part does the plant make the sugar? Where does it stock it? Weigh the sugar beet(s), slice, peel, rinse, grate it. Ask questions to the children to find out together what comes next in the process of extracting the sugar. The pulp obtained is put in a small quantity of boiling water. After a few minutes, filter the pulps and reduce by evaporation so as to obtain a syrup (watch out not to burn it). Put the syrup on a plate and leave it to crystallize at room temperature. Weigh the quantity of sugar obtained. What do we do with the pulp? Taste it!

Potential of the activity given by the facilitator

Activity that allows to underscore the importance of the vegetables in the food network.

Valuation tools of the activity

The children's success in making sugar.

Valuation of the activity by the adults

Number of valuers: 1

The children participated to the extraction of the sugar from the sugar beet. Each child set "his hand to the plough". They are active.

Opinion of the children

Nb. of valuers: 8

Nb. who liked : 8

+or-: 0

didn't like: 0

I've learned to peel, to rasp, to cut with a knife, to make sugar . I **tasted** the sugar beet, the syrup .
I **liked less** the explanations.

The most important thing we've learned is where the sugar comes from and where the plant lives.

I will remake sugar **at home**. I **liked the activity (City Farm method)** because we learn by playing .

To preserve my health, I must eat fruits, eat vitamins, eat calcium, eat iron, cheese, brown bread, rice, we have to eat almost all the time sugar!

From potatoes to salad, chips or waffles

Related activities Potatoes salad. From potatoes to chips. Potatoes waffles.

Age 6-12

Length 60 min.

Belgique

België

Deutschland

Italia

15 enfants max

6 Number of children per facilitator

Transferability to school

yes no **condition**

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Sources of information

Family recipes. Own experience.

Prerequisites

None.

Topics tackled

Dig out potatoes.
How potatoes are growing.
What you can do out of potatoes.
Get to know the edible parts of the potatoes.
How to create an original product with potatoes.

Skills targeted : Know-how

Dig out potatoes, without hurting them.
Learn to peel potatoes.
Follow a recipe and carry it out.
Learn to measure and weigh.
Working with hot fat.
Measure out carefully the spices.

Behaviour

Learn to share.
Reap together.
Learn to work safely.
Clean up afterwards.

Sens, psycho-motricity

Smell the earth.
Smell the potatoes.
Feel the wet earth.
Dig out is hard.
Peel and cut potatoes.
Good eye-hand coordination
(for putting the dough in the waffle-iron).

Interactions with other activities and prolongations

Potato-print.
Other potato-meals.
Visit a market garden.

Material and documents used

For potatoes salad or chips

A vegetable garden with potatoes and herbs, gardening tools, spices, deep fryer.

For the waffles

Waffle-iron, mixer, scale, whisk, peeler, measure cup.

Potatoes, flour, sugar, butter.

Presentation of the activity, development

Children dig out potatoes.

"How shall I use the tools to avoid to hurt the potatoes?"

They wash, peel and cut the potatoes .

What can we prepare with potatoes?

Chips

They prick the chips , fry them and eat them

Potatoes salad

They cook the potatoes in water, spice and season the salad, eat the salad.

Waffles

They prepare the dough. Bake the waffles. Eat them.

Potential of the activity given by the facilitator

Learning by doing. Fun at work. Creativity is stimulated through necessity: the activity "waffle potatoes" is based on a recipe dating from the war years when potato was a substitute for flour.

Valuation tools of the activity

We ask the children to write "my original recipe".

The Atmosphere and opinion of the children.

Valuation of the activity by the adults

Number of valuers: 3

Free time: the children participated fantastically, they had a great deal of pleasure in making chips and were able to learn other things. They were working without supervision. They had regard for the safety instructions around the chip-pan. The children carried out the entire transformation process and tasted the end results.

Have respect for food.

Working as a team.

Using implements.

Sensory perceptions.

The link between nutritional education and agriculture is directly established.

Opinion of the children

Nb. of valuers: 24

Nb. who liked : 18

+or-: 6

didn't like: 0

I smelled the hot oil, the earth. I felt that it was hot and greasy, I tasted the potatoes, the chips, the potato salad, the waffles, I tasted everything, it was sweet.

We didn't like when we had to tidy up everything. The most important thing I learnt was cooking, to make chips, to make a potato salad, to peel the potatoes, to do something I can do at home with my mum.

To preserve my health, I have to eat a lot of vegetables, eat of everything, not too many chips, I don't eat sweets, I don't drink Coca-Cola.

From spelt to flour

Related activities From grain to flour.

Age 8-10

Length > 120 min.

25 enfants max

25 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

/

Sources of information

Own experience.

Prerequisites

None.

Topics tackled

<p>Spelt The history of the spelt (old Mediterranean cereal 7000 a.c.). The different uses of spelt. Characteristics of cultivation. Differences with other cereals (spike and grain) and how to recognize them. From spelt's grain to reaping (cultivation, machinery). Cereals and nourishment. The importance of alimentary fibres. The organic production of spelt. Helpful insects (Chrysoperla carnea).</p> <p>Wheat How to make flour from wheat yourself.</p>
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Skills targeted : Know-how

Recognition of cereals through a game. Strength when grinding.

Behaviour

Listening. Working in group. Sharing happiness and difficulty. Autonomy. Develop patience by sorting out the bad wheat ears.
--

Sense, psycho-motricity

Sieve the flour. Make an effort when grinding.

Material and documents used

Map of the farm.
Grains of different cereals (barley, spelt, wheat) that the children pick up from the farm's ground.
Different spikes of cereals.
Boxes for the recognition game.
Wholemeal flour and sieve.
Scale.
Map of the farm with the indication of the season of cultivation.

Presentation of the activity, development

From spelt to flour

1 Welcome and presentation of the agricultural biological farm
Where are we?
What is the biological production?

2 Cereals

What is spelt?
What is wheat?
What is barley?
Are you able to recognize them?
History of spelt.
How is spelt cultivated?
How can we recognize it from other cereal?
How do we fight the harmful insects with the biological fight?

3 Laboratory

Games for the recognition of the cereals, the importance of quality in the nourishment with flour.

From wheat to flour

Reaping cereals. Sort bad wheat. Grind the wheat. Process the flour.

Interactions with other activities and prolongations

Nourishment.
Making bread with industrial machinery.
Education of tasting.
Further use of the flour e.g. for cooking.

Potential of the activity given by the facilitator

This activity can be developed on a great variety of topics thanks to the place where it takes place, an organic farm of fruits and vegetables.

Valuation tools of the activity

Verification in the farm at the end of the activity. Questionnaire given to the teacher.
Collecting the children's impression: drawings, pictures and suggestions for improving the activity.
The mood of the children.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 10

Very interesting activity from the point of view of learning. The farmer showed us the farm and its cultures, the organic production of spelt, the transformation of grain into meal, how to recognize the different plants that are cultivated, how to distinguish a spike of wheat, of spelt, of barley, how to observe the useful insects. The children learn also to work together, to listen, to share, to have respect for the environment. Accepting the game and the work. The City Farm offers activities on nutritional education where the children are active, it is an ideal place because the children are in contact with the rural environment (trees, fruits, insects, fields of cereals) and the farmers. They are adapted to scholar activities. Possibility of making links with different courses. The farmer unveils the secrets of a good way of farming and feeding.

Opinion of the children

Number of valuers 80

number of children
who liked the activity 75

Number of children who
liked +/- the activity 5

Number of children who
didn't like 0

I have learnt how to make flour from spelt and how to recognise the cereals, how to grind flour, to know trees and helpful insects.

I touched and tasted the flour. I learnt what the biological fight is. I saw the cereals: their grain are nice and particular.

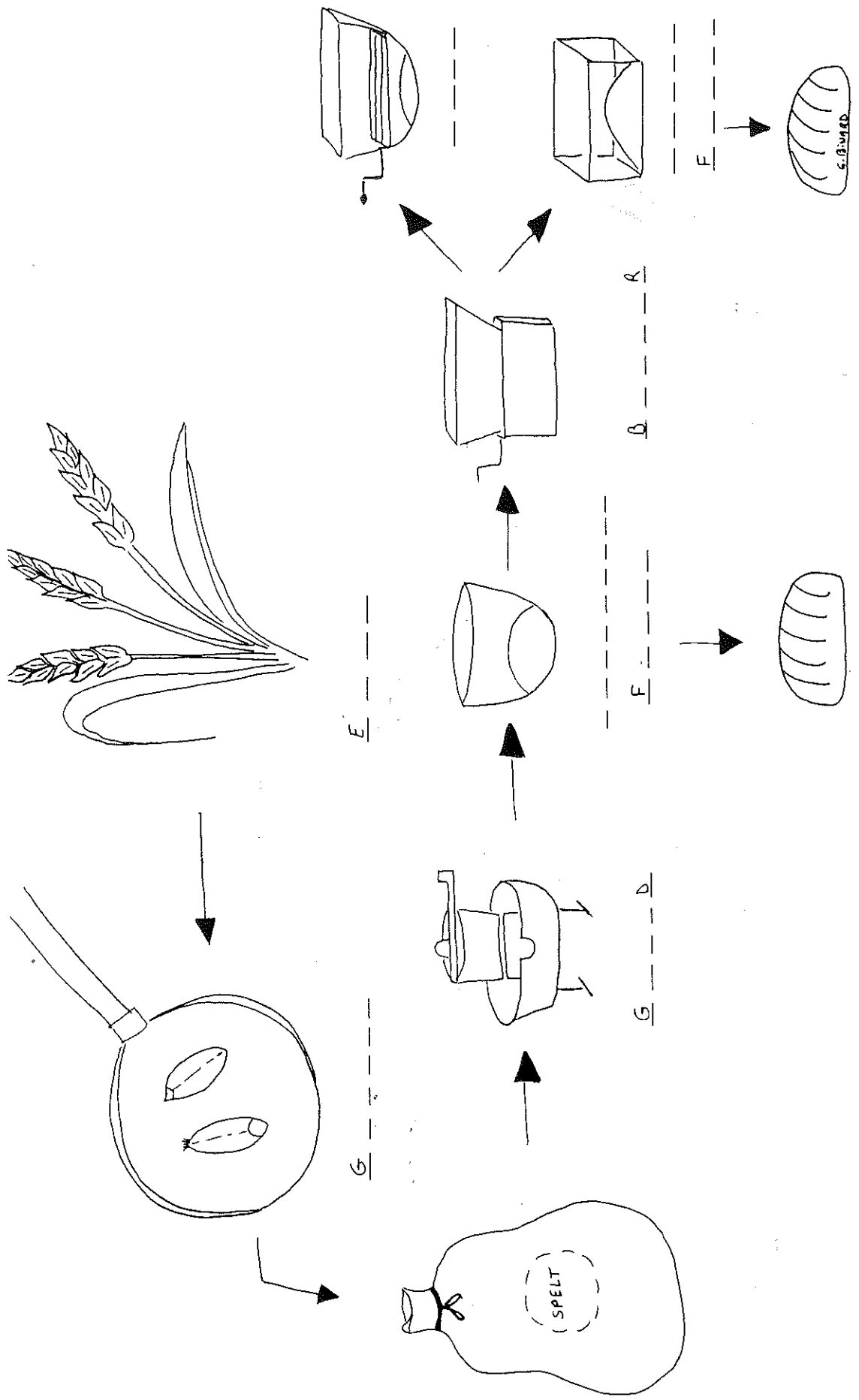
I didn't like it when I saw a dead chrisopa. It is important to know what the biological fight is, to know the quality of flour, how to grind the flour.

I don't remember EEC rules .

At home I will show my parents the spelt, I will recognize cereals, I will make flour with biological cereals : it's healthy, I'll play with the flour, it's amusing.

I liked it here: the activity wasn't boring, I haven't done anything like that before, it wasn't difficult, I run and enjoyed it, we learnt and played, we learnt without books. We made many things without the help of the adults.

To stay healthy: I would like to know what I'm eating, I eat biological food, I eat cereals in the morning, I do something so as not to pollute the environment , I know where food comes from.



B R E A D

B R E A D

From sheep to pitta

Related activities

Age 10-12

Length > 120 min.

40 enfants max

10 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no condition

if the school can offer the same type of material and the space needed for this activity

Sources of information

Own documents : the City Farm organises each year workshops; private courses for the youth workers by the national federation.

"Het schaap, anders bekeken", Fr. de Roover; "Schapenhouden ecologisch bekeken", Velt.

Visual material: pictures, tools, posters. Cooking books from the Moroccan communities in Brussels + own experience of preparing pitta's with children.

Prerequisites

None

Topics tackled

Preparing meals with mutton and vegetables= pitta.

Moslem traditions and Belgian traditions in cooking.

Workshop with wool (card wool, spinning, weaving, making nets, colouring, sorts of wool etc).

Skills targeted : Know-how

Exploration of the farm and of all the material needed to carry out the activity.
Be aware of healthy food.

Behaviour

Learn to work in team.
Develop patience.
Finish the job you started.
Be attentive.
Listening and observing.
Develop curiosity: enquire for information.

Sense, psycho-motricity

Co-ordination and creativity
After the exploration, assimilate the information by tasting and feeling exercises.

Material and documents used

Food products: mutton, white cabbage, eggs, oil, mustard, herbs, garlic, pitta sandwich.
All kitchen material like knives, pans, cooker.
All material that is traditionally used for the woolwork.

Presentation of the activity, development

One group participates in the cooking workshop, the other group works on the farm.
During the afternoon everybody participates in the wool workshop.

The cooking workshop= preparing the meal
Cutting meat.
Cutting the white cabbage.
Preparing the sauce.
Baking the meat.
Setting the table.

Wool workshop in the afternoon
Feeling wool + feeling your own clothes.
Where does the wool come from and how?
The difference of colours of your clothes and the colour of the natural painted wool.
Colouring wool with natural materials (3hrs).
Spinning.
Old craftwork and woolwork etc.

Interactions with other activities and prolongations

Sheep meat in the kitchen.
Sheep milk and its products.
Working with Angora wool.

Potential of the activity given by the facilitator

I invite the children to explore their own life and daily environment and to compare their own knowledge with what they learn and experience in the City Farm. The children develop their creativity and learn by doing.

Valuation tools of the activity

The enthusiasm of the children.
Their proudness of what they produced.
Their interest, desire for more information, knowledge on the subject.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 6

Practical activity : the children can do things on their own, they discover the reality of the life on the farm, with which is new for most of the city children. They develop respect for the nature, learn to cooperate, make the link between nature and society.

Opinion of the children

Number of valuers 40

number of children
who liked the activity 33

Number of children who
liked +/- the activity 7

Number of children who
didn't like 0

I learned to take care of animals, spin wool, to have respect for the nature.

I tasted pitta (28), yoghurt, sheeps meat, I smelled the manure (21).

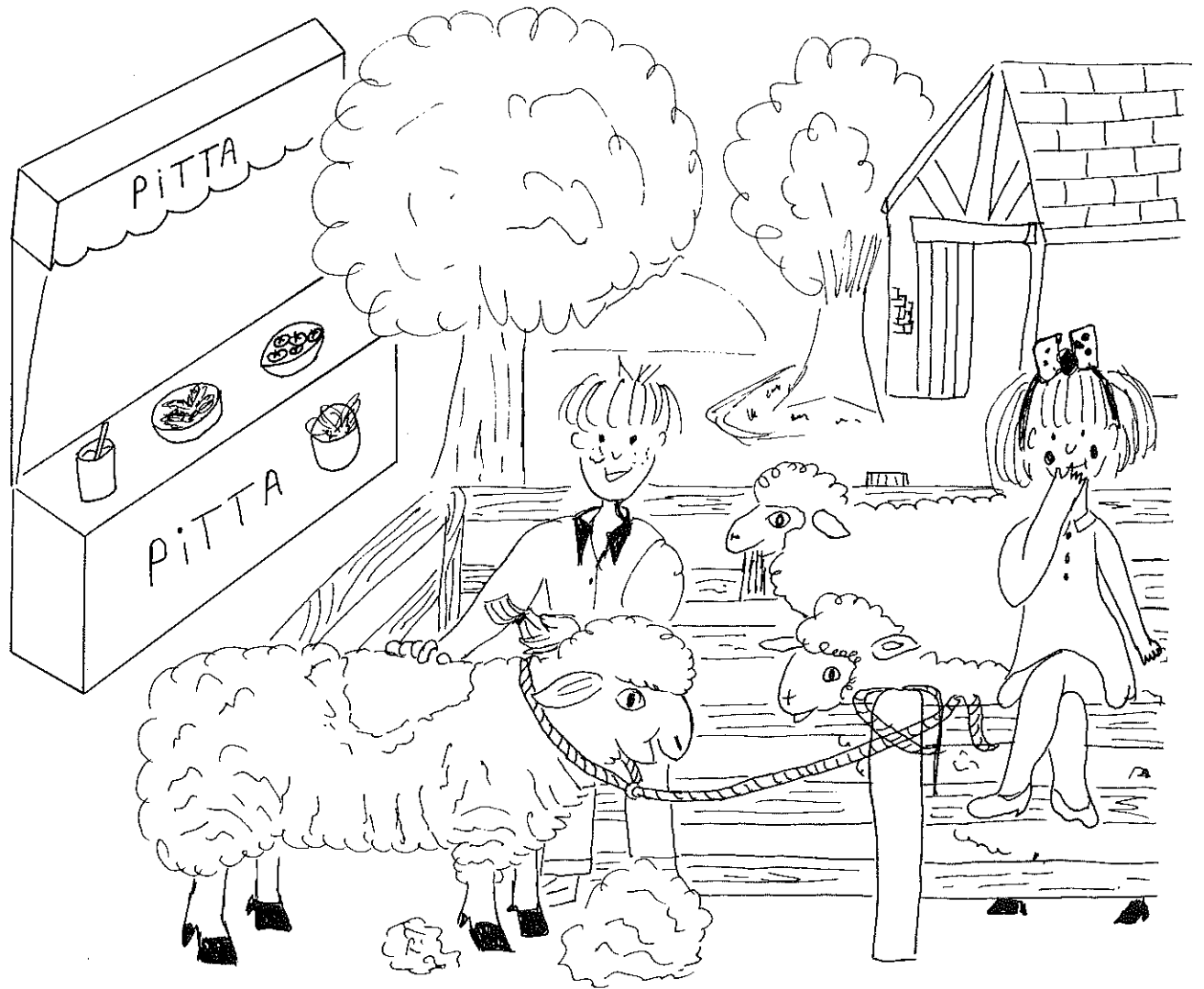
I liked everything, the pitta dinner, spinning, weaving.

I didn't like when I had to clean the stables, no moment (23).

At home, I will cook and eat pitta, weave and make a carpet

48 children like the **method of learning.**

To stay healthy: I move, I do sports and play, I eat fresh and good food, I drink milk, I take a bath.



From the vegetable garden to the soup

Related activities Making nettle soup. Pumpkin soup. Celeriac soup. Potato soup. Daisy soup, Bean soup. Peppermint soup. Tomato soup. Red beet soup. Rose leaves soup. Spinach soup.

Age 7-16

Length 60-120 min.

20 enfants max

10 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no **condition**

Making soup with bought vegetables.

Sources of information

Own experience. The vegetable garden and its material.
 Walks with guides experienced in cooking with fresh vegetables and wild herbs.
 Training in nature-guiding, in environmental education.
 "La carotte", Découverte Gallimard. "Au plaisir des légumes", Albin Michel. Books on vitamins.

Prerequisites

None. Knowing the vegetables of the daily life.

Topics tackled

Identity of vegetables and of the parts which are eaten. Field research
 Show the difference between nettles and white dead-nettles
 Ecological role of nettles (insects). Interest for organic gardening.
 Growing vegetables. A living plant needs: mineral salts, water, air, sun.
 The different vegetable families: the fruit vegetables (the tomato, the squash,...), the grain vegetables (the dry bean, pea,...), the root vegetables (the carrot,...), the leaf vegetables (the cabbage,...), the tubercle vegetables (the potato,...) Shopping in a good food shop. Ingredients and their origin. Comparison of different tastes.
 Relationship between the time it takes to harvest and prepare food and its freshness and vitamin content.
 Relationship between food and health: the role of vitamins, mineral salts, fibre. The nutritional value of vegetables and nettles (Vitamins, mineral salts, fibre). The influence of cooking method on vitamins. Cooking harder vegetables first. The cycle of mineral elements through the relationship of soil, plants, food, compost.
 The history of vegetables.

Skills targeted : Know-how

Identifying and harvesting in the vegetable patch, the seasonal vegetables and aromatic plants required.
 How to pull up a leek, gather nettles.
 Use a peeler and a knife. Wash, peel, cut up vegetables, cook the soup abiding by cooking times. Working hygienically.
 Recycling organic waste.
 Cook the right quantity.

Behaviour

Daring to try new tastes by tasting the soup.
 Being curious about the topics covered (growing, vegetables, aromatic plants, nutrients).
 Being aware of responsibility for own health.
 Teamwork.
 Learn to listen, to have patience.
 Integration.
 Self-confidence and self-control.
 Ability to solve a conflict.
 Solidarity.
 Do something on your own.

Sense, psycho-motricity

Picking, gathering, washing, peeling, cutting.
 Smelling the aroma of herbs and vegetables.
 Forming own tastes.
 Touching the soil and handling vegetables.
 Enhancing sensory repertoire.
 Accept to get dirty hands.
 Knowing which vegetables go together.
 Spice, stir.

Material and documents used

Recipe sheet (attached).
Kitchen utensils and garden utensils:
Spade, knives, peelers, chopping boards, saucepans, dishes, colanders, water, bin for organic wast.

Presentation of the activity, development

1) Before the activity

Discussion about the different recipes. Who has made soup before? What do you use to make soup? Where can you find nettles and vegetables?

What do plants need to make them grow?

What do we add to improve the taste? Who can identify some thyme?

2) In the garden

Who can identify leeks, tomatoes, carrots etc in the vegetable patch and tell us how to pull them up?

Which part do we eat? Are plants alive? What do they require?

What do we do with the parts we don't use? (green waste, animal food).

3) In the kitchen

Why do we wash the soil off potatoes before we peel them?

Which vegetables should we cook for the longest?

Why do we have to eat vegetables?

How can you make vegetables ready for the winter?

Cooking in teamwork. Tidy up.

Eating together.

Interactions with other activities and prolongations

Working in the vegetable patch.

Balance diet.

Portions of raw and cooked vegetables to be eaten every day .

Photosynthesis.

The cycle of matter.

Making compost.

Potential of the activity given by the facilitator

Practical activity in which the children are active and get to do something that they usually do not do at home. This activity is also valuable for them in comparison to their daily routine, their health and for the links that every human being has with the earth. At the City Farm children can do things they usually cannot do at thome.

Valuation tools of the activity

Ask the children to write down the recipe after the activity and answer a few questions about the food value of vegetables, the role of vitamins, fibre and mineral salts.

The enthusiasm and willingness of the children to taste their soup.

Comparison with bought products.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 16

Of great interest for the children, who are excited by this.
They are convinced by the taste, and will add soup to their daily diet.
The children learn that edible plants are to be found in nature, to look for them and to pick them. The children who helped to prepare the soup liked it very much.

Discover the various vegetable in situ and learn about organic production.

Observations: exchange; notions of time, weight, ingredients... Experiment, taste.

Pick vegetables.

Use scales, a knife.

Concentrate, be patient.

Respect orders, other people, and the vegetable garden.

Reach agreement, listen to one another, criticise, be tolerant.

From the vegetable garden to the soup, doing everything oneself.

The City Farm offers a healthy environment, allows for healthy eating, puts the children in touch with the countryside, the realities of which are often unknown to them.

Healthy nourishment from vegetables. Where can one buy non-sprayed vegetables?

"What a delight to be able to eat "their" soup at the end of the exercise".

One lives health education, one doesn't simply dole out knowledge. The children learn to be independent in the CF.

The children have discovered how delicious home-made soup can be, they are more aware of their food.

Work in a group, with several friends, to make a product. Taste and smell are stimulated. They learn not to eat sweets. The CF lets one live natural cycles.

An intimate autumnal experience (light, warmth, soup, fire, doing things together in the open air).

Opinion of the children

Number of valuers 205

number of children
who liked the activity 186

Number of children who
liked +/- the activity 15

Number of children who
didn't like 4

I learnt to make soup, to eat a raw pumpkin, to carve a mouth, to reap, wash, cut, peel vegetables, to use a knife, to make a fire, to know the different vegetables, how many herbs exist.

I tasted the carrots, they tasted sweet, pumpkin tastes like nothing, leek is sharp and burn your eyes, herbs make a better taste to the soup, I smelled the stinging nettle. I doubt if you can eat flowers. Spinach from your own garden tastes good. I smelled the soup. I heard the onions frying in the pan.

I preferred when we reaped the vegetables, to stir the soup, to cut potatoes in pieces, to do something with others, to sing a song while eating, to eat the soup we prepared, I liked the whole experience. You can do a lot of things in the nature. **I didn't like** the slippery pumpkin, to determine the plants, when I burned myself, to wait for the soup, the cooking: it takes too much time, to press roses, to wash, tidy up (40).

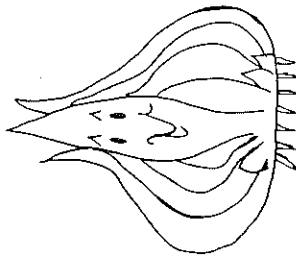
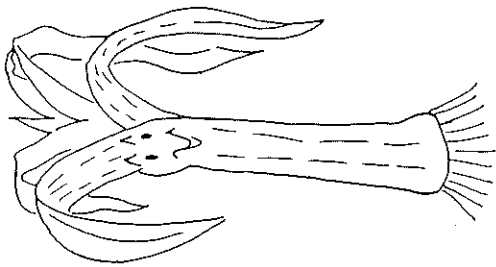
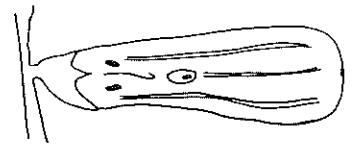
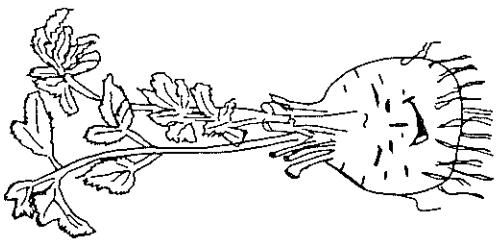
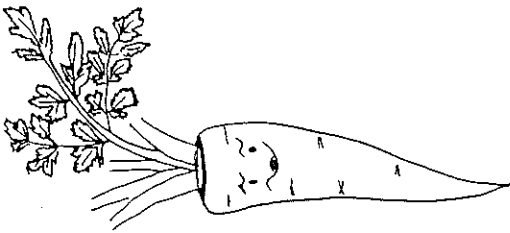
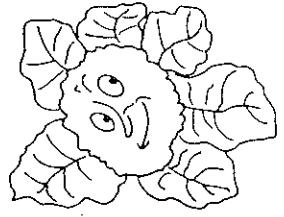
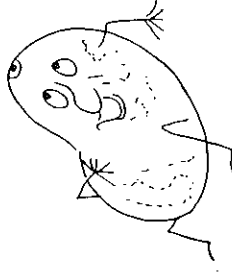
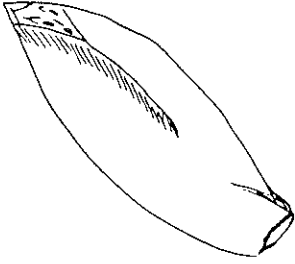
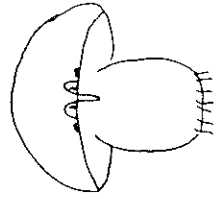
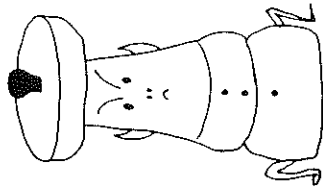
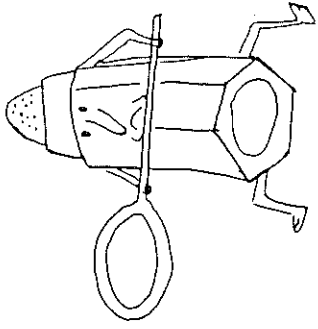
The most important thing I learnt: to cook a soup and cut vegetables, to reap and wash correctly the vegetables, which ingredients are used to make a soup, everything was important, to cook unusual things, there is not only the finished soup, stinging nettles are edible, knowing herbs from their smell, selfmade soup is better than finished soup, weeds can also taste good, it takes a long time to make good food.

I didn't understand how the pips come into the pumpkin, why it is so hard to make a fire.

At home, I'll make a vegetable soup, I'll try other soups, plant herbs, cook other things from the farm, make a soup with my family, I'll do nothing: the soup in tin is better.

The great majority of the children like **to be at the City Farm because**, we make our own food, we can look around, play and work together, because it's great to learn while having fun, we can do things we can't do at home usually, I don't know why.

To stay healthy: I do some sport, I eat vegetable soup, I don't smoke, drink a lot, I have to be outside, don't eat fast-food, eat much fruit, eat three meals a day and nothing more, eat a lot of varied things, wash thoroughly the vegetables, wash my hands before eating.



Making apple-juice

Related activities Juice or tea instead of Coca-Cola. Comparison between apple juice and Coca-Cola

Age 6-16

Length 60 min.

5 0 enfants max

1 7 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

Not easily transferable, too much material required.

Sources of information

Own experience.
Cookery books.
Tree grower.
Visit a fruit plantation.

Prerequisites

None.

Topics tackled

Making of apple juice

The native fruit trees and their fruits. How does a seed grow? Where do we find the seed? The tree during the different seasons. Pollination. The different parts of the flower. How to make juice. How many apples are needed for 1 liter of juice. How to sterilise apple juice. Comparison of taste. Comparison organic- industrial juice. How they make juice in the industry. Be careful with food.

Juice instead of Coca-Cola

Discussion about healthy and unhealthy drinks.
Comparison between tea and juice and other drinks.
Own production of juice and tea.

Skills targeted : Know-how

Pick apples , climb on trees.
Wash apples, press, use the crank , use the fruit squeezer.
See when an apple is too hard to press.
See the difference between good and bad fruits.
Handle knives.
Bring the bad fruits to the mixed manure.
Collecting the juice after pressing, fill the bottles with juice.

Coca-Cola: knowledge acquisition through panel games.

Behaviour

Work in team, work carefully, in a hygienic way, listen, be able to wait your turn, promote social behaviour (share the juice, wait till everybody is served before drinking the juice), self-confidence and self-reliance, ability for co-operation, alternate the work.
Look for healthy food.

Coca-Cola: check your own behaviour while drinking .

Sense, psycho-motricity

Be able to co-ordinate the movements with another child (when pressing the apples).
Need power for pressing.
Be structured.
Use all the senses: taste, smell, look at, listen, feel.

Material and documents used

Apples, water, squeezer, apple press, pots, bottles.
Book how to press apples.
For collecting apples: ladder, baskets, buckets.

Presentation of the activity, development

Apple-juice

The children collect apples. On which tree grow the apple? Do you know other fruits? How does the tree live, what does he look like in the winter, in springtime, in the summer, in autumn? Can we extract the juice by pressing directly the apple? Why do we have to wash the apples from non-organic cultivation? What are we going to do with the apple purée, with the peel, the pips? The children wash, rasp, press the apples with the apple press, collect the juice, taste the juice, put it in bottles. They see all what you can do with apples, bring the waste to the animals for feeding, bring the bad fruits to the mixed manure. They clean up.

Comparison with Coca-Cola

Build a scarecrow made of cans of Coca-Cola. Paint a big poster-cloth.
Talk about the theme. Quiz, panel games, discussions. Make juice.

Interactions with other activities and prolongations

Grow seeds in the classroom. Work in the vegetable garden. Make juice of other fruits. Make apple wine (for adults).
Cook apple cake, roast apples. Sell the juice.
What do fruits bring us? Natural and balanced feeding
Photosynthesis.. Mixed manure. Cycle of the matter. Environmentally-conscious shopping.

Potential of the activity given by the facilitator

Apple-juice: great motivation and interest of the children: they discover that apple-juice doesn't come right out from a bottle, that you can do it yourself but it takes time. The taste convinced them: good apple juice can be competitive! They see the relation earth-plant-food, were interested by the comparison between natural/industrial food.

Coca-Cola: the children were very interested, after this activity although most children like Coca-Cola, their consciousness for eating more healthy food has grown. They like the City Farm because they learn by doing and

Valuation tools of the activity

Dialogue, group discussion. The children taste what they made. Enthusiasm of the children. Question on the way the activity took place (be able to give the different stages). Files to complete in the classroom.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 0

A great deal of pleasure. The children were very interested.
They are convinced by the taste and by the preparation.
Learn how to make apple juice. The children ask many questions.
Climb trees. Know how to pick, peel, cut and cook.
Utilise the crusher and the juice press.
Follow orders. Hygiene.
Group work. One learns a social attitude from working as a group (Ability to co-operate, judge, criticise, tolerate).
They learnt how to make juice and asked questions about commercialised juice. They learnt the difference between biological and conventional juice.
The sensorial approach offers new experiences (feel, smell, taste, intensively, use ones strength). Know oneself better.
The children learn from experience.
From their knowledge of the composition of the food, the children can nourish themselves more consciously, which could in consequence lead to a healthier life.
Live the natural cycles. Direct contact with nature.
Physical experience (climbing trees) can develop the perception of ones own agility and the child's self-confidence is strengthened.
This nutritional education project can demonstrate new paths for occupying children's and adolescents' leisure time.
The children learn independence and ask many questions. A true farm has a history, and a function in the city: to supply food.

Opinion of the children

Number of valuers 78

number of children who liked the activity 76

Number of children who liked +/- the activity 0

Number of children who didn't like 2

I tasted the fruit pulp, the apples, the juice. I heard the machine.
I liked most to press the juice, to drink the juice, to climb on trees, I laughed because an apple fell on the ground.
I didn't like to wash and cut apples, to tidy up. Self-made juice is too awkward. Pressing is too strenuous.
The most important thing I learnt: to make apple juice, handling the apple-press, I discovered the life of an apple. Not all the apples are good to press. Self-made juice tastes better.
At home: I'll make apple-juice (43), I'll make orange juice it's easier, I'll have an apple-press, I'll plant an apple tree,
I'll drink fruit juice.
Appreciation of the City Farm Method: I like it here, it's a relaxed atmosphere, we do something together, it's fun, I learnt a lot.
To stay healthy: I drink fruit juice, I eat fruits and vegetables, I eat healthy food, I'll drink apple juice instead of coca cola, I have to be outside, I go to the City Farm, I need to have a garden, I need good ingredients for cooking, I have to move, I rub an apple.

Schüttelreimlich meine Äpfel sind allesam reif



Es ist wieder einmal soweit, der Herbst läßt seine Früchte durchs Land und die Lunge der Apfelbaum, werden immer schwerer.

Wir die Mitarbeiter vom Abenteuer Bauspielplatz, möchten mit euch auf 2 Land fahren und an Obstbäumen und Feldern die Äpfel reifen machen.

Die perfekten Äpfel bringen wir dann zur Mühle nach Walsleben bei Schönebeck und bekommen dafür Apfelsaft, den wir dann im Winter auf dem Bauspielplatz verteilt ausgeben können.

Wir fahren mit dem nächstgelegenen Bus oder Lkw.



Treffpunkt: 12:00 Uhr an der Mühle
Ankunft: gegen 13:00 Uhr
Begleiten werden diese Tour: *Caro Spitz (Müller)*
Für den zur Aufnahme: *(Name)*

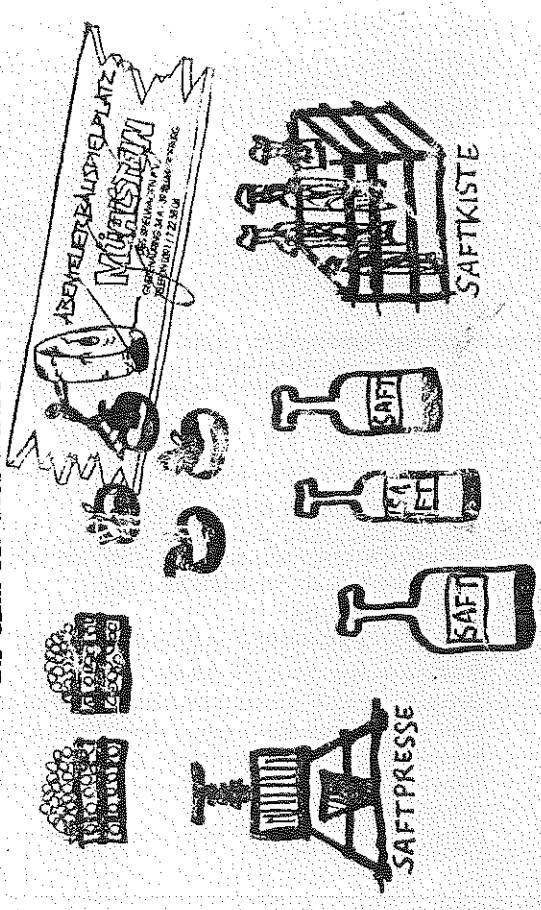
Unterwegs mit dem Spielwagen e.V.
Fahrt zur Mosterei nach Walsleben
(bei Schönebeck)

Nachdem wir in den Apfelalleen reichlich Äpfel gefunden und gesammelt haben, wollen wir nun mit euch zur Mosterei nach Walsleben fahren und die Äpfel abgeben.

Dafür kriegen wir leckeren preiswerten Apfelsaft für den Abenteuer Bauspielplatz "Mühlstein".
Wenn ihr mitkommt lasst diesen Zettel rückseitig von euren Eltern ausfüllen und los gehts.

Treffpunkt: an der Düppler Mühle 05. Okt 98 15:00 Uhr
Ankunft: an der Düppler Mühle gegen 17:30 Uhr
Begleiten werden diese Tour: *Lara für M. ...*

Bis dann zu Mostereitour



Making of bread

Related activities Stickbread on campfire. Whole-meal bread home made. Pumpkin bread. Bread with fruits and walnuts. Bread with herbs from the garden.

Age 6-12

Length > 120 min.

1 8 enfants max

Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

if there is enough space to make a camp fire, if there is an open store at school

Sources of information

Du grain au pain, brochure du musée de la vie Wallonne à Liège, Belgique.
 La main à la pâte, Michel Boulanger.
 AVEVE, Belgique.
 Gezonde voeding door volwaardige voeding. Mommsen A.
 Infobrochüren der AOK Bremen.
 Gesund ernährt, Dokumentation des sächsischen Staatsministeriums.
 Schulung: Bund der Jugendfarmen und aktivspielplätze e.V.
 50 recettes de pain, Tom Jaine, Gründ - Own experience - Cooking books.

Prerequisites

None

Topics tackled

Ingredients, their origins and role (flour, water, salt, yeast). The concept of fermentation. The dough rises because the yeast produces bubbles of carbon dioxide. Yeast is a microscopic mushroom. It needs heat and food to live and reproduce.
 The recipe (proportions, order, the action of kneading, rising, cooking, etc.). How to mill grains. The mill stones. How to obtain whole flour, white flour and bran flour. Relationship between the type of flour and the type of bread. Discover different cereals. From the corn seed to the harvest (crops, machines, harvest, bales, straw). Whole cereals and our health (wholemeal bread source of vitamins, mineral salts and fibre)
 Importance of fibre in our diet. Distinction between slow sugar (starch) and fast sugar. Carbohydrates give us energy. Starch is the basis of our diet.
 Different sorts of bread according to the cultural origins of the children (leavened bread, unleavened bread, yeast bread). Comparison of dough (Salty and sweet).
 Variant: Heat and bake in an open store / To know dry fruits and pumpkins. History of bakery.

Skills targeted : Know-how

Weighing, measuring.
 Being able to follow a written recipe.
 Making dough.
 Observe gas bubbles. Finding the right temperature for the yeast (30°C) compared with the outside temperature.
 Find the right quality of dough.
 Push bread into or pull it out the store.
 Bake bread with easy measures.

Behaviour

Learn to do usefull work.
 Group working , listening skills, showing patience, perseverance .
 Making demands, sharing.
 Having self-confidence, trusting team-mates.
 Being independent.
 Wake up the interest for healthy food to try it at home.
 Accept the others, be attentive, codetermination.

Sense, psycho-motricity

Grinding the grain into flour or sift the flour.
 Kneading. Form bread.
 Try / touch the dough, the meal, the grains.
 Get know of different flowers.
 Deal with the stir spoon, with kitchen utensils.

Material and documents used

Small bowls, bowls, ingredients (flour, salt, sugar, yeast, water), recipes, grains of corn and rye, young corn plant, bolter, sieve, mills (millstones), scales, graduated pots, oven, turntable, towels, covers. Photo or drawings of ploughing, sowing, corn sprouting, corn with ears, harvest. Store or campfire.
For piadina (Italian bread) the ingredients are 1 kg flour, 1 kg margarine, 3-4 spoons salt, milk and water.

Presentation of the activity, development

1) Before making bread: Exchange with the children

Which ingredients do you need to make bread?
How do you make bread? Who has already made any?
Where does flour come from?
What is yeast used for? What is yeast?
How do you bake bread? (-> Heat the stores)

2) During making bread

How do we measure flour and water?
Do you know any other fermented products?

3) While dough is rising

What are the four parts of the corn plant? In which part do we find flour?
Which grains do you like to grind.
Do you know any other cereals apart from corn?
What do we call flour made with the whole grain?
What sorts of bread do you know?
Is it better to eat white, brown or wholemeal bread? Why?
What do we have to do to have corn?

4) During second kneading

What other food types are in the same group as bread (starches)? or visit of the farm or work with the pumpkins.

5) Decoration of bread (walnuts)

6) Eat bread or bring it home.

Interactions with other activities and prolongations

Visit a water mill. Balanced diet. Photosynthesis, absorption of minerals, carbon dioxide, carbonaceous matter
Full breakfast/ Full lunch. Corn, straw, bed of straw. Visit a working farm (seeding, plough, barn, hay, straw). A trip to corn fields. Sow corn seeds and watch them develop. Compare grain types.
Conditions required for germination, the growth of seeds and plants
Make all sorts of different bread types and taste them, compare them -> cultural aspect. Visit to an industrial oven.
Tasting bread in the family. Educating the sense of taste.

Potential of the activity given by the facilitator

Learn something practical. Motivation by sensuous appeals (feeling, smell, taste). Notice the origin of the own bread. Teamwork.
Activity very rich in content making it possible to establish a great many links (soil, plant, diet, breeding), learning about nutrition, multiple uses in the school curriculum. Notice the variety of nature.

Valuation tools of the activity

Check kneading when making the bread and see how successful the loaves are.
general atmosphere during the activity
questions at the end of the process to see whether a minimum level of knowledge has been assimilated
see whether the children enjoyed the activity
files (flour, bread and nutrition, growing corn) to be completed by the next day at the latest. The taste of the breads.
Interviewing children with a questionnaire.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 60

Discovering of a unknown environment. The children enjoyed themselves. They were very interested.
Visits to the fields. Watch yeast rising. Active participation of all the children.
The children observed the grains and discovered the cereals, the history and the origin of the foods, the corn cycle, the biological struggle, they learnt the difference between white and brown bread.
The child learns by making links. He acts and learns. Acquisition of new words. The children saw a log furnace.
They learnt how to mould, weigh, knead, and made their own bread, created shapes, learnt how to light the fire.
Stimulation of various tastes and senses. The children liked the taste. For many of them, it was a new recipe.
The children learn how to make the basic foods for themselves.
Through questions, they learnt information about nutrients and vitamins...the quality of the bread. The children try it and taste it in a critical manner.
They learn to work hygienically at every stage, to share the ingredients, to listen and to work as a group.
The children were able to express their preferences and the work was divided up in accordance with their interests.
Patience, independence.
The children acquire self-confidence through practical work.
Awareness of food. It is important for the children to identify the food chains and the natural cycles, and the links between them.
Importance of balance: nutrition/environment/food.
Wish: to reduce the theoretical part in favour of the practical part.
The children have applied and gone further with what they learnt in class. The City Farms leaders are experts.
Healthy food. The child participates and adapts better to food hygiene.
From the producer to the consumer.
The importance of vitamins in food.
Healthy eating is inculcated by the making of worthwhile food.
Bread is given increased value as a foodstuff.
Learn how to create a good atmosphere and make people want to learn and to know.
One learns by doing, afterwards one study from books.
The CF is a friendly meeting place for work and for study of the rural world and nature.
One has lived values that have been applied.
Place adapted to the activities of nutritional education and promoter of the rural world.

Opinion of the children

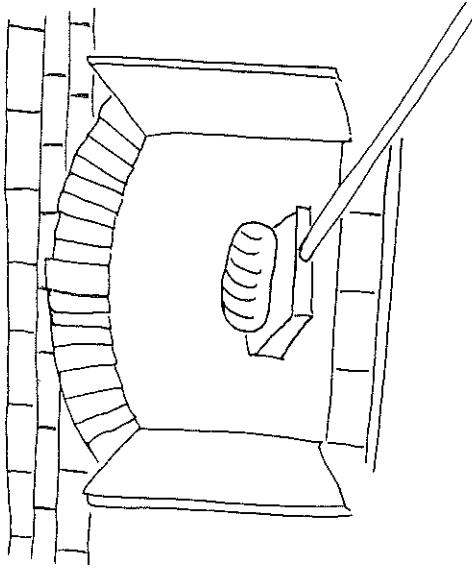
Number of valuers 482

number of children who liked the activity 461

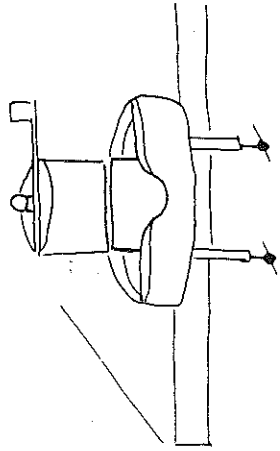
Number of children who liked +/_ the activity 16

Number of children who didn't like 4

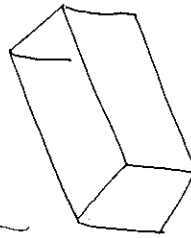
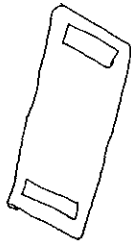
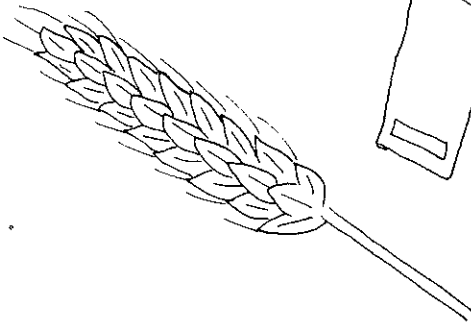
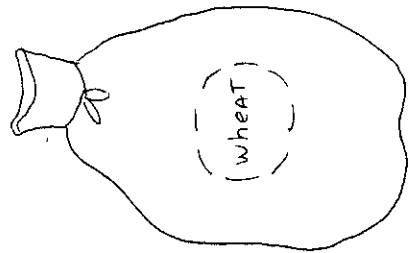
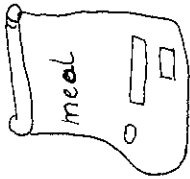
- 1) **I've learned to:** make and bake bread, make and knead dough, grind or sieve the grain, to distinguish herbs.
- 2) **I've tasted, smelt:** the (warm) bread, the dough, the yeast. I touched the flour, the grains. I saw the leavening of the bread. I tasted the sweet, the acid, the nut taste, the bitter, the salt, the water, the milk. I saw the animals of the farm (6-7); I've learnt to know the herbs and their taste, the dough stacked to my fingers. I smelt, tasted herbs, onions, garlic, nuts, fruits.
- 3) **I preferred:** to knead the dough, to eat the bread (made by myself), to smell the odour of warm bread, to bake the bread, to decorate the dough, to make a fire, to weigh. I liked the whole activity.
- 4) **I liked less** to wait, to do the dishes, to knead the dough, it is hard, sticky, to listen to the explanations.
- 5) **The most important I learnt is:** to make bread by myself, to make flour, to knead the dough, to eat the bread, to understand the nature (8-9, it), to know the rules of a well-balanced nourishment (8-9, it).
- 6) **I didn't understand why** the dough rises, otherwise I understood it all.
- 7) **At home:** I will make again bread by myself, I will cook or make bread with my parents, I'll come back to the farm with my parents.
- 8) **418 children did like the method of the City Farm, because,** it's amusing, we do something together, we learn by doing, it's different, it's beautiful.
- 9) **To stay healthy:** I eat fruits and vegetables, I eat healthy things and natural food, wholemeal, brown bread, bread, I respect the nature, I know the origin of food, fruits and vegetables of the different seasons.



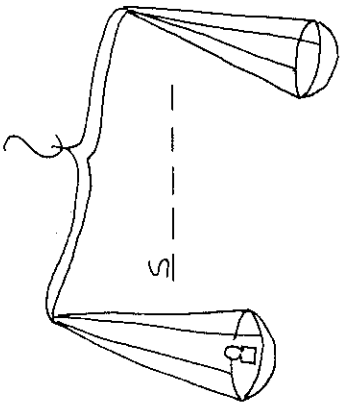
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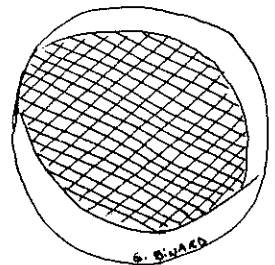
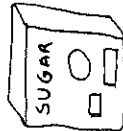
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S

Making pies

Related activities St Nicolas biscuits. Whole-meal cake. Currant cake. Plum cakes.

Age 6-18

Length 90 min.

Belgique

België

40 enfants max

15 Number of children per facilitator

Deutschland

Italia

Transferability to school

yes no **condition**

If there is a kitchen available in the school.

Sources of information

Advice from a baker. Own experience. Biological farms (cereals). Info brochures. "Gesund ernährt", Salem; "La Pomme", Mes premières découvertes, Gallimard.

Prerequisites

None, unless basic knowledge for the preparation of the dough.

Topics tackled

The fruits and the tree.
 The reaping season for the plums.
 Vitamins.
 The main constituent of a natural and healthy nutrition (information/research).
 The origin of food, of meal.
 Bake with self ground grain. What is wholemeal food: advantages and components.
 Choose ingredients on your own.
 Bake cakes with natural ingredients and sell it on the Christmas market.
 Organic ingredients and natural sweeteners.
 Compare the taste with products from the shop.

Skills targeted : Know-how

Grind wheat.
 Collect eggs.
 Break eggs and separate the egg yolks from the white.
 Cut fruit.
 Measure the ingredients.
 Make and knead dough.
 Bake a cake.
 Design a pie pattern.
 Reap fruits.
 Make a shopping list.

Behaviour

Patience while baking.
 Do something together.
 Share with others.
 Awareness of healthy food.
 Creativity.
 Integration of other people.
 Co-management.

Sense, psycho-motricity

Watch out for the cooking of the cakes (that they don't burn).
 Develops manual skill.
 Discover new tastes, nice odours, touch and feel the dough.
 Taste the "old" sugar, the honey.

Material and documents used

Ingredients for baking. Kitchen utensils. Fruits. Eggs. Reaping utensils. Stove. Cookery book.

Presentation of the activity, development

Collect the eggs or the fruits, berries.
The cycle of the plum tree.
Grind the grain
Prepare the dough.
Form the dough.
Basic explanation of wholemeal food. Why using wholemeal?
The sugar and its disastrous effects.
Bake a cake.
Eat together or sell the cakes e.g. at the Christmas market.

Interactions with other activities and prolongations

Bake "Bretzeln". The children bake without the help of an adult. Bake together for Christmas. Bake bread.
Identify the cereals. Reap apples. The cycle of the tree. Reap seeds. Sow trees.

Potential of the activity given by the facilitator

The children learn by doing. Valuation of food. The children share their bread, bake for their friends. The importance of the fruits in nutrition (vitamins mainly). Compare the taste of fresh raw fruit and cooked fruit.

Valuation tools of the activity

The taste of the cakes. Dialogue, group discussion. The mood of the children. Interview with the children.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 7

Satisfactory activity. The children showed a great interest for new things. awareness for the alternatives for food preparation. They've learnt about wholemeal food, food products from organic origin, how to makes cakes (for the boys!). They became aware of the food they eat. They worked in team, learnt to handle foodproducts, to follow a recipe with precision, to measure out the ingredients, to work autonomously and make something of their own. Raising of the awareness of becoming independent of the baker's after a successful workshop in pastry making. The children can modify their behaviour of consumption and food preparation. The City Farm a offers a practical experience, another view on feeding oneself, a more conscious way of cooking.

Opinion of the children

Number of valuers 52

number of children
who liked the activity 50

Number of children who
liked +/- the activity 1

Number of children who
didn't like 1

I learnt to make, knead and form dough, to bake cakes with organic ingredients.

I nibbled sugar, apples are sweet, the jam was not too sweet, I felt the dough, the cake, the delicious taste of fresh rolls, wholemeal flour tastes like "muesli".

I liked most to stir and taste the dough, to eat together, to grind meal, eggs from free chicken look different and taste better.

I liked less to wait, to wash and clean everything, when the others are shouting and not behaving well.

The most important thing I learnt was to bake cakes, pies, biscuits, bread, that organic products taste well.

I didn't understand how to make yeast.

At home, I'll bake cakes : wholemeal, fruit cakes, with organic ingredients.

To stay healthy, I eat healthy food, eat many vitamins and minerals, eat fruits, brush my teeth, eat food from organic cultivation, I eat biscuits.



Vegetable stew

Related activities

Sauerkraut. Stew on an open fire. Corn from the garden . Vegetarian soufflé. Barley stew.

Age

3 0 enfants max

Length

1 5 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no condition

Have a vegetable garden and a kitchen at school.

Sources of information

Own experience.
Cookery book.

Prerequisites

Be careful. Knowing how to handle a knife and a peeler.
Showing interest for gardening.

Topics tackled

Learn the techniques of the biological cultivation (needs of the plants) and the preparation of the vegetables collected in the vegetable garden.
Recognise the different vegetables and the herbs.
Use all the products from the vegetable garden of the farm.
Nutrition and health: role of the vitamins, the minerals and the fibres.
Cook food outside.
The children know "Barleystew" only from school.

Skills targeted : Know-how

How to cultivate and reap vegetables.
Learning to handle hoe and shovel. Light a fire.
Select, prepare and flavour ingredients.
Learn to weigh precisely, to clean vegetables
Cut everything in little pieces. Watch out that nothing burns. Handle kitchen utensils like knife, peeler.

Behaviour

Do and explain something together.
Fix the rules and follow them.
To share.
Enjoy and appreciate vegetables.
Group dynamics.
Tolerance.
Helpfulness.
Enjoy eating vegetables.
Perseverance - Carry out a task.
Each person brings something to the whole group.
Have confidence in his own competences.

Sense, psycho-motricity

Dexterity.
Smell different odours.
Perception - where comes food from.
Be associated with the earth (earthworm).
Move carefully between the patches.
Stimulate the thought for new findings.

Material and documents used

Cookery book, kitchen utensils.
Herbs, vegetables.
Gardening tools.
Wood.

Presentation of the activity, development

- 1) Questions to start:
What does exist in the garden? Choose together a dish. What ingredients do we need? Divide the work into different activities. Where can we find the vegetables in the vegetable garden?
- 2) Reaping together in the garden and buying what is missing.
- 3) Clean and cut together the vegetables. Separate the waste that goes to the manure and the one that goes to the dustbin.
- 4) Light a fire.
- 5) Eat together.
- 6) Clean up, do the dishes.
- 7) Interview with the children about their own experience.

Interactions with other activities and prolongations

Cook a meal with vegetables as a side-dish or make other recipes with vegetables. Visit a farm. Gardening (season-working in the garden). Season cooking. The cycle of matter. Mixed manure. Healthy food. How to avoid waste.

Potential of the activity given by the facilitator

Working together was fun.
Learning by doing was fun.
This activity offers a lot of possibilities, there is little interest for theory, it gives a good opportunity to talk about healthy food, to let the children discover that the vegetables from the vegetable garden are better than the ones in cans.

Valuation tools of the activity

Atmosphere during the work, observing the children, the pleasure they have, their conversations or declarations.
Interview with the children with the questionnaires.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 9

The children enjoy cooking.

Where do vegetables come from and how do they grow? How to plant them properly. Gather and wash the vegetables. They learn how to use a knife and fork, to taste the vegetables. They learn how delicious vegetables from the garden can be when they cook them themselves.

Learn to obey notices, to sort the rubbish. By cooking vegetables, they learn healthy eating and the origin of the food.

Cook together.

Develop dexterity.

If they enjoy this activity, they will do it at home.

The children are deficient in relation to their food.

Hence the interest in living with agriculture, with healthy foods, working in groups and as individuals; be patient; share; learn.

Four children of the group do not regularly have hot meals. At home, they can't cook.

The children learn how to handle nature and the environment responsibly by doing things themselves. We would like to have another leader for making small groups. For the next exercise, reply to the following question: how is that we have the choice between healthy and unhealthy food?

The City Farm offers direct contact with the products of the earth and their place of origin with independent and active culinary preparation by the children afterwards.

Opinion of the children

Number of valuers 90

number of children
who liked the activity 79

Number of children who
liked +/- the activity 7

Number of children who
didn't like 4

I learned to make a vegetable stew, to cook a vegetable.

I tasted different vegetables raw and cooked (36), not to play with meal, I tasted vegetables from our own garden: it tastes better than tin-food.

What I liked most was: to prepare and eat together (27), the meat with the vegetables, eat corn, light a fire, reaping vegetables.

I liked less to do the tidying up (40), cleaning and peeling the vegetables, waiting till the vegetables are done (too long).

What was the most important: prepare vegetables, how to reap vegetables, cooking a vegetable soufflé, chips are made of potatoes, which part of the plant we use for food, how to make "sauerkraut".

I didn't understand how to produce "Gräupchen" (Barley).

At home I will: have my own patch, cook on my own, tell my parents about the good food, do it again, everything was great.

To stay healthy: I eat vegetables, eat good food, eat potatoes, eat a lot of vitamins, eat fruit, do sports, eat chips.



Sensory discovery of fruits and vegetable

Related activities

Age 8-12

Length 90 min.

30 enfants max

15 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

This activity asks a lot of preparation to gather everything: fruits vegetables, material. It needs also a lot of tidying up and washing-up. One must count around 15 Euros for the purchase of fruits and vegetables.

Sources of information

Prerequisites

none

Topics tackled

The importance of choosing fruits and vegetables of the season.
 Importance of vitamins, how to eat fruits and vegetables by conserving the maximum of their vitamins.
 The fibers and mineral salts.
 The different ways of cooking food.
 Organic vegetables and fruits.
 Various techniques to clean, peel, chop, press, steam food.

Skills targeted : Know-how

Behaviour

Sense, psycho-motricity

Be able to identify fruits and vegetables with our senses.
 Be able to compare the freshness of fruits and vegetables.
 Develop our feelings and be able to express them in words.
 Be able to clean, peel, chop, press, grate, steam food etc...
 Be able to determine if the vegetables are leaves, roots, stalks or fruits and find out which part we keep to eat.

Become aware of the variety of fruits and vegetables and their diversity for our food.
 Learn how to carry out a task to make a common activity .

Handling of cooking gear.
 Use of our organs of touch, sense of smell, taste and eyesight.

Material and documents used

Assortment of fruits and vegetables in function of the season : 4 apples, 3 pears, 3 oranges, 5 lemons, 3 grapefruits, 1 bunch of grapes, 2 kiwis, ...
4 tomatoes, 3 chicons, 6 carrots, 2 peppers, 1 pumpkin, 1 courgette, 20 Brussels sprouts
More vegetables or fruits for the observation : 2 onions, 2 potatoes, beans, leeks, celeriac, etc.
The quantity of material required is to be adapted in function of the number of children : small knives, peelers, chopping boards, graters, squeezers for citrus fruits, a juice extractor, pans for steaming, 10 glasses and 20 ramekins, 1 big box (bowl and an opaque cloth), a trunk or a suitcase with its lid. 15 blindfolds or scarves, a set of 10 questions (with their answers) on food.

Presentation of the activity, development

Questioning the children: what is a fruit, what is a vegetable? How to choose them at the market (thanks to the eyesight, the sense of smell, the touch and sometimes the taste). Find the 5 senses and their organs. What is the notion of freshness? How can we keep the most of the vitamins during the preservation and destroy the least possible during the cooking?

Preparation for the game: identify each vegetable and each fruit and transform them in pieces or juices.

Table of taste: prepare pieces of raw or cooked fruits or vegetables or juices.

Table of smell: the children peel, clean and cut in small pieces the vegetables and fruits and put them in 10 different ramekins + the cut peelings of the citrus fruits. The facilitator distributes the fruits and vegetables that are left over (as well as the ones that were only used for observation) in the suitcase and in the bowl and arranges the 7 following posts around a big table: the "raw" taste + scarf, the questions, the "cooked" taste + scarf, the "juice" taste + scarf, the suitcase of the eyesight, the sense of smell + scarf, the bowl and the cloth for the touch.

Development :organisation of the game: Place the children 2 by 2 and distribute them in front of each post.

The raw taste: one of the two children is blindfolded, the other presents him a spoon from one ramekin. The blindfolded child has to identify the fruit or vegetable before taking his scarf of. The children proceed several times the same way, each on their. For the cooked taste, the juice taste and the sense of smell it is the same procedure.

Recognition of objects hidden in

- **the suitcase:** the two children observe the content of the suitcase during +/- 15 seconds then close the lid.

One of the two children asks question to the other relating to the fruits and vegetables in the suitcase.

- **the bowl and the cloth:** one of the two children lifts the cloth and chooses mentally one of the fruits and vegetables. His companion searches only with his hands for the chosen fruit without looking under the cloth.

The questions: the children ask each other questions. The facilitator can interrupt at any time the game to help determine one or another fruit or vegetable not well known or to verbalise with the children a savour, odour or sensation felt during the game.

Interactions with other activities and prolongations

Activity on taste. Discovery of the orchard. Making of products based on fruits or vegetables. Balanced food.

Potential of the activity given by the facilitator

Knowing some fruits or vegetables only by eyesight, the children have the opportunity to taste them. For some children, the absence of the eyesight eliminates the negative prejudice they developed for one or another vegetable. The children participate to the development of a big game and play it all together. The children show a great enthusiasm for the game but it is necessary to help them to identify the fruits and vegetables they don't recognise.

Valuation tools of the activity

Their success in identifying the fruits and vegetables.

The pleasure of playing. The fact that they stay after the activity to eat the fruits and vegetables.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 1

Very complete activity.

The child is very active and is interested in the proposed them.

Concrete activity that makes use of the different senses (eyesight, sense of smell, touch).

Opinion of the children

Number of valuers 8

number of children
who liked the activity 8

Number of children who
liked +/_ the activity 0

Number of children who
didn't like 0

I've learned to make grapefruit and lemon juice, to taste food, to peel, to recognise the vegetables, to smell, to touch.

What we preferred: the game of discovery, the preparation because it was the first time that we did it, taste unknown fruits and vegetables.

The most important thing we learned is to be able to smell.

I will do the game and the preparations again at home.

I like the City Farm method because we learn things, we know what we have to do or not, adults explain to us according to our rhythm.

To preserve my health: I have to drink a lot, eat fruits and vegetables.



Pasta

Related activities we are cooking spaghetti. Self-made noodle- wholemeal macaroni with raw food sauce.

Age 6-16

Length

16 enfants max

7 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

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Sources of information

Cookery book.
Own experiences.

Prerequisites

None.

Topics tackled

The cooking of spaghetti.
Healthy cooking.
Independent cooking.
Making dough.
Alternative to instant meal.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Knowing the time needed for cooking noodles (no too long).
Be able to handle a knife and a noodle-machine.
Knead dough.
Pour water.

Show consideration for.
Ability for co-operation.
Develop consciousness for food of quality.
Work together.
Social behaviour.

Knead and form noodles.
Use the sense of touch, of smell, taste.
Develop rough and fine movement.

Interactions with other activities and prolongations

Make "spätzle". Spinach-noodles.
Ecological pedagogy.

Material and documents used

Spaghetti.
Kitchen utensils.
Noodle machine.
Ingredients for noodle dough.

Presentation of the activity, development

What do we need for cooking?
Make a shopping list.
Reap vegetables and herbs in the garden.
Make dough.
Form dough for noodles.
Cooking.
Eating.

Potential of the activity given by the facilitator

The children learn by doing. It is a team work. They get to know the different work steps.

Valuation tools of the activity

Interview with the children.
The mood of the children.

Valuation of the activity by the adults

Number of valuers: 2

Thanks to the questionnaires, we had the opportunity to talk about healthy food in detail. The children learned to understand the different steps of the preparation, the rules of security. The children could live out the making of the pasta, find out its origin, assess the consistency of the dough. This activity offers the children to experiment how and from what such a n end product exists. It develops a global thinking for respecting the nature.

Opinion of the children

Nb. of valuers: 15

Nb. who liked : 15

+or-: 0

didn't like: 0

I learned doing spaghettis, to cut carrots, that the noodles were made of firm dough . I tasted macaroni with vegetable sauce, I tasted the noodles: they taste better than the one we buy . What I liked most was eating and cooking.

I did'nt like washing up (half of the children), waiting till all is finished.

The most important thing I learned was: to cook spaghetti , to know the different steps of working.

At home: I would like to eat spaghetti again, to make noodles, it was fun to work together.

To stay healthy: I have to eat a lot of vegetables, eat many vitamins, eat a little bit of everything, drink a lot of water, cut the dough of the noodles.

Dairy products (from goat - cow)

Related activities Milking, churning, and making curd cheese. Making ricotta. Making curd cheese and yoghurt.

Age 6-12

Length 90 min.

Belgique

België

40 enfants max

20 Number of children per facilitator

Deutschland

Italia

Transferability to school

yes no condition

If we don't do the milking. Developing the theory (action of the microbes) and the making of curd cheese and yoghurt can be done in the classroom.

Sources of information

Own experience, contact with cheese-makers.

Information received: from the dairy farm industry, from the confederation of dairy farmers, from the City Farm of Maastricht.

Cookery book. Books on goats. "Zelf zuivelen", J. Lambrechts, Helios, Antwerpen.

Prerequisites

None. Be open for something new.

Topics tackled

Learn how to feed, to milk, to care for the animals. The connection between the animals and the products.

Milk: its components, role, the alimentary food chain of milk. The differences between goat milk and cow milk. The differences between biological and industrial products.

The notion of time.

The importance of hygiene, of washing, of cleaning. The role of the micro-organisms in the transformation of milk (why yoghurt gets sour).

The different types of cheese: cream cheese, yoghurt, "ricotta", herb cheese, cottage cheese, "hard" cheese.

The ingredients necessary for making them.

The different stages of making them.

Skills targeted : Know-how

Milk the goat, the cow.

Filter milk.

Work with cleanliness and hygiene.

Carry out all the stages of the making of cheese.

Be good at managing the animals, know how to take care of the animals to get a better milk production.

Milk must be in correct proportions.

Read the temperature with accuracy.

Reap and cut herbs.

Use spice.

Calculate quantities.

Behaviour

Be patient.

Work with accuracy.

Work in group.

Learn to observe.

Learn to listen.

Develop respect towards the farmer in our society.

Be attentive.

Respect for the friends.

Respect for the animals.

Share the work.

Support unpleasant smells.

Acclimatize to a barn.

Sense, psycho-motricity

Taste the products: milk and cheese.

Smell the animals.

Co-ordination of movements. Develop a fine and rough motricity.

Use all our senses: feeling, hearing, tasting, seeing, smelling.

Taste the difference between fresh and bought products.

Material and documents used

Goats, cows, milking machine, buckets, milking chair, filters, refrigerator, milk, pots, thermometer, cheesecloth, wooden spoon, ferment, rennet, salt water, round basket, whisk.

Presentation of the activity, development

Before the activity: Have you ever been to a dairy farm? Do you know dairy breeds? How do they feed on? What do they give? Explanation of the feeding of the goats, cow etc.

Milking: Teaching how to get a grip on milking- explanation of how to milk. What is the difference between hand and machine milking? The nerve to touch the udder and to feel it- how to position the fingers to take the milk out of it.

Trying to catch the milk in a mug. Filter milk and taste it.

Making cheese - how can the milk change into cheese? Explanation of the different stages of making cheese, measure the quantity, warm the milk at the right temperature, add the milky ferments, etc.

Cream cheese (quark) and goat cheese: sowing and pressing at 30°C, fermentation (between 18° and 23°C), curdling, moulding, draining.

Hard cheese: heating at 30°C, coagulation, cutting the curdling, elimination of the whey, washing of the curdling with water at 40°C (3x), mould, press, leave it to rest, put in brine, then in the basement for ripening (for minimum one month).

Making yoghurt: pasteurization of the milk, cooling at 45°C, sowing with a live yoghurt diluted with warm milk, incubation at 45°C (in Thermos flasks). During the 4hrs needed for the making of yoghurt, the children make simultaneously butter and cream cheese.

NB: For all fabrications, it is important to respect the temperatures.

Comparison between bought and self-made dairy products

Make a shopping list and calculate the money needed for buying.

Which ingredients are organic and where can I buy it? How can you tell which products are organic? Why are they so expensive?

How can we find the additives used in a dairy product that is bought?

Interactions with other activities and prolongations

Activity on butter. Producing different types of cheeses. Visit a farm. Other animals that produce milk. The use of the milk and its by-products in the kitchen. Manure production for the "organic fertilising". The farm and human feeding.

Potential of the activity given by the facilitator

The children learn to make something themselves from A to Z with natural products.

They dare to milk and learn what happens with the milk afterwards. They see how the milk is used in so many different ways and is considered a full and healthy food product. The preparation of good food gives the opportunity to talk about the cycle of nature. It is a practical experience, the children learn about dairy products, discover the taste of natural products. They assimilate the theory while they work, have fun working together and have a sense of achievement.

Valuation tools of the activity

Are the children able to do it alone? Are they handling it properly?

How much milk gives a goat, a cow? The children's desire to taste the products obtained from milk. Their mood during the activity.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 22

The children like that, have learnt a great deal about cheese and the herbs were delicious. The children were enthusiastic and interested. They learn how to identify alfalfa, when it is ripe and when it should be scythed, cattle feed, milking techniques. The children have an idea of the medical and culinary application of herbs. They learn how to identify herbs from a book. Learn how to make yoghurt and cream cheese.

Warming milk, curdling, curd and serum, moulding curds. Working hygienically. Be aware of and notice the differences. The children have genuine contact with animals, can look after them and touch them.

The children have to be patient and pay attention to the notices. They work with other schoolmates. Learn to express personal opinions, listen, and learn about health matters.

It's a pity that we couldn't make cheese or butter. The group was too big. Respect for animals and for nature. Exact use of a thermometer. Awakening. Group work. Working with precision. The children see the origin of cheese, its evolution and the end product, understanding the complete process and were able to do it for themselves. Everything takes place as a function of the children.

The City Farm gives children the opportunity of being in touch with the rural world, to get to know animals and the techniques for making "ricotta" and cheeses, with direct practical experiences.

The children learn from experience. Ask for technical information as well, they are the protagonists of the activity. Sounds and smells, colours. Experience the activities oneself in a physical manner. Direct contact with the products of the earth. Integration product/animals/consumption.

Opinion of the children

Number of valuers 103

number of children who liked the activity 86

Number of children who liked +/- the activity 11

Number of children who didn't like 6

I learned to milk the goat and make cheese.

I tasted sour milk, milking feels soft and warm, I smelled the manure, the goats, the cheese.

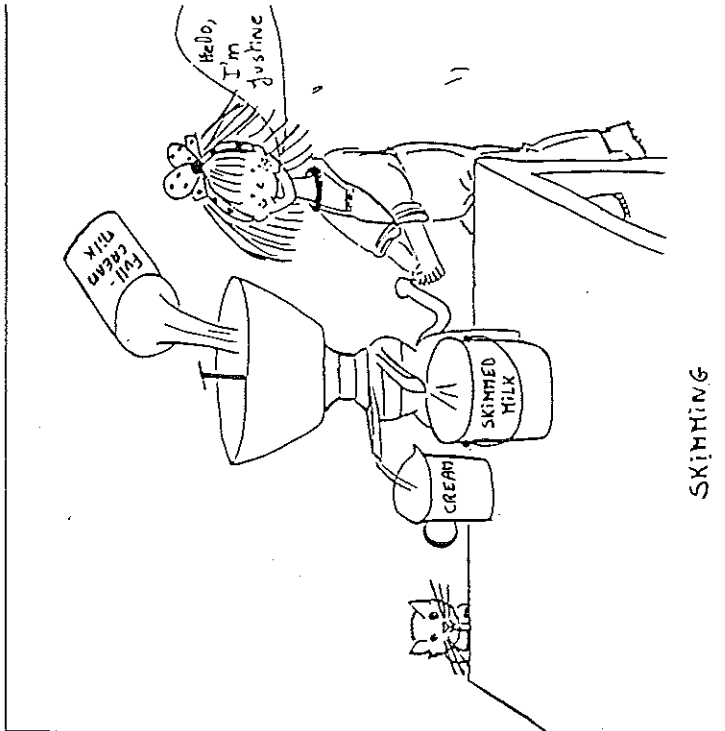
I liked most to milk, to make curd cheese, to play the herb-game, to see how the "ricotta" was formed in the basket, to taste the cheese, I liked less to sit and to listen, to taste sour things, to clean up and doing the dishes.

The most important thing I learnt: curd-cheese is creamy, yoghurt is sour, you have to wash your hands before preparing cheese, cheese comes from milk, herbs are not made by humans.

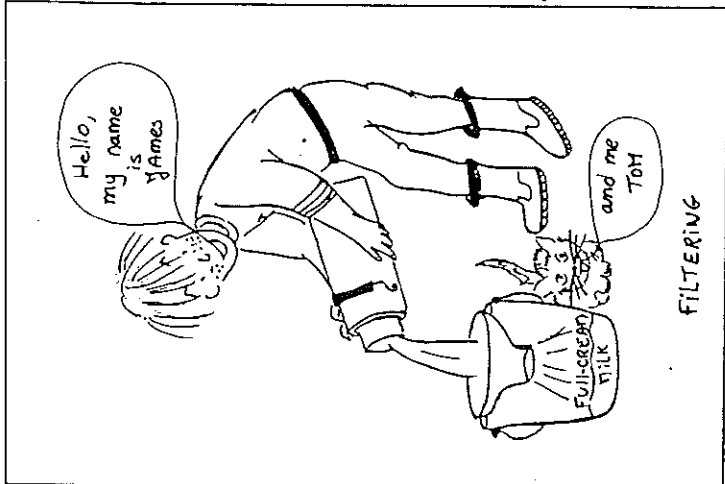
I don't understand why biological curd cheese is so expensive.

At home I'll explain how to make goat cheese to my mum, I'll do nothing, it's too difficult to make cheese, I'll have a cow.

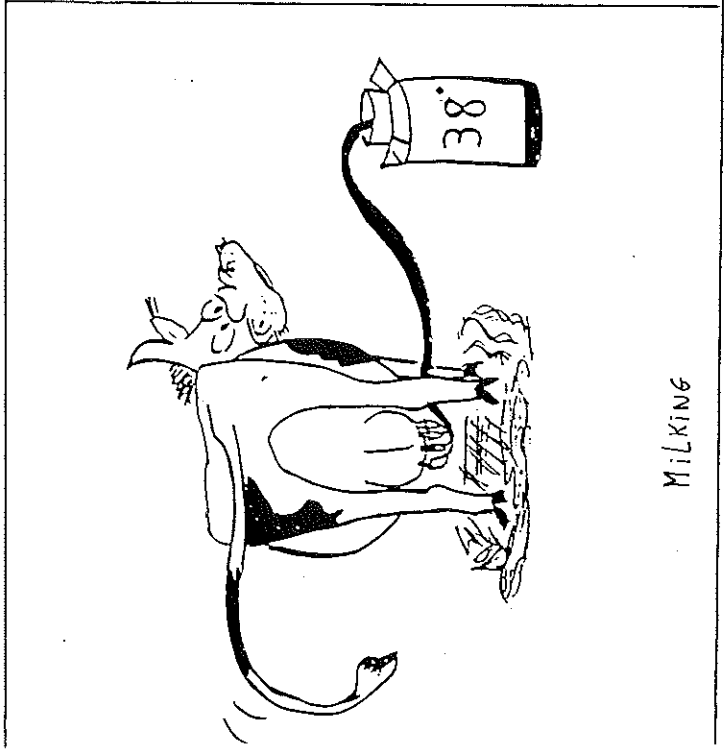
To stay in good health: I eat fruits and vegetables, I have a good breakfast, I eat a lot of herbs, do lots of sports, drink a lot of water, eat natural products, respect the nature, eat cheese, eat vitamins, drink milk!



SKIMMING



FILTERING



MILKING

Olive's picking and olive oil

Related activities

Age 6-12

Length > 120 min.

50 enfants max

20 Number of children per facilitator

Belgique

België

Deutschland

Italia

Transferability to school

yes no condition

The theoretical aspects can be developed in the classroom.

Sources of information

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Prerequisites

None.

Topics tackled

Visit of the farm and of the orchards.
Integrated production.
Fruits and orchard's characteristics.
Hand picking technique.
Explanation of the olive's milling.
Oil: quality and preservation, different kinds of oil, how it is made.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Knowledge of the fruit.
To pick olives.
To weigh olives.
To carry baskets.

Listening.
Conviviality.
Changing of experience.

Tasting of oil and bread.
Description of taste.

Interactions with other activities and prolongations

Agro ecosystem (fauna, flora, helpful fauna etc.)

Material and documents used

Map of the farm.
Traps for the massive capture.
Dispenser pheromones (sexual confusion).
Scissors for olive's picking.
Picking nets under the trees.
Baskets for picking.

Presentation of the activity, development

General arrangement

Where are we?
What is integrated production?
Which techniques are used for the production of integrated fruits and vegetables?

Farm trip

Do you know peach-trees, Apple trees?
What is the grafting?
What are the traps for the "massive capture"?
What are the traps for the monitoring?
What are they used for?

Olive trees

How is s the olive-tree? (pedoclimatic arrangement)
Fruit characteristics
Olive's picking
Oil (what does it taste?)
Physical-chemical characteristics

Potential of the activity given by the facilitator

The children discover the oil and its physical-chemical characteristics

Valuation tools of the activity

Written final evaluation of the teacher and children together.
Picking of the impressions: drawing, pictured and suggestions for improving the activity.

Valuation of the activity by the adults

Number of valuers: 10

Easy and quick way of learning. The children had a lot of fun. They learned about the olive, the oil (characteristics, quality, crop) and the other fruits. They participated to the picking of olives, they tasted the oil with the bread. They learned to work together, to listen, to have respect for the environment as well as for the farmers' work. Discovery of unknown things. A City Farm offers to the children the optimal environment that is adapted to activities in nutritional education and health education. The farmer loves his job. Nutritional education finds an excellent space in an organic farm where the link between the agricultural production and the respect for the environment is still being respected. Contact with the nature, unknown to the children.

Opinion of the children

Nb. of valuers: 80

Nb. who liked : 79

+or-: 1

didn't like: 0

10 yrs: I learnt how to pick olives the same way my grandparents did. I tasted the quality of oil, I liked to pick olives with my friends , I didn't like the taste of oil , I'd like to make oil at home but it's difficult.

To preserve my health: I have respect for the nature, I eat biological food, I try to understand what the biological fight is but it's difficult, I know the quality of the food and of oil, I should eat what my parents give me!

6 yrs: I saw an olive-tree, I saw an olive: it was beautiful. I didn't like when the olives fell down from my basket, it was heavy to carry, to pick olives is motioning.

To preserve my health I should: eat more fruits and vegetable, listen to my mother, follow adult's suggestions.

Grape harvest, mashing, wine

Related activities

Age 6-12

Length > 120 min.

6 0 enfants max

2 5 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

The theoretical aspects can be developed in the classroom.

Sources of information

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Prerequisites

None

Topics tackled

The vine's cultivation (fruit-leaf).
The biological production of wine.
The grape-harvest.
The mashing.
The mustiness and the wine.
Animals of the farm (care and nutrition).

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

To recognise the ripe bunch of grapes.
To cut the bunch.
To carry the baskets to the car.
Mashing grapes.

Listening.
Conviviality.
Respect for the person.
Respect for the environment.
Co-operation.
Working in group.

Taste the mustiness.

Interactions with other activities and prolongations

Country side: hedges, trees, helpful insects, artificial nests, other cultivations.

Material and documents used

Map of the farm.
Scissors.
Baskets for the grape-harvest.
Tun for the grape-harvest.
Animals of the farm (milk-cows, pigs, chicken).

Presentation of the activity, development

First explanation

What is a biological farm?
Where are we in the farm?
What's the biological production?
Which are the rules for the biological production?

Visit to the farm

Vine's cultivation: variety, techniques of biological fight.
Grape-harvest.
Wine-making and tasting the "mustiness".
Visit to the animals of the farm.

Potential of the activity given by the facilitator

The children learn about the biological production and the nourishment with healthy food products that derive from techniques that are respectful of the environment.

Valuation tools of the activity

Oral verification of the children.
A mini-questionnaire is given to the teachers.
The children were asked to send pictures, drawings, impressions of the day spent at the farm.

Valuation of the activity by the adults

Number of valuers: 16

Allow to check and observe first hand what they saw in the classroom, know the rural world, the cultures of the different seasons, the techniques of biological control. All the experiences are developed in the framework of practical activities that introduce the children to the agrarian ecosystem. Opportunity to work in a group. A very satisfying experience. The children learnt the importance of respecting nature, the usefulness of the hedgerow. Experience very well lived by the children. The farmer involved them in the grape harvest and winemaking. Learn to work, and to work joyfully. They learnt the biological cycle of the vine, to recognise ripe grapes, to press grapes. They discovered the animals of the farm (food and nutrition) and the useful insects. Group experience. Sharing the experience. Accomplish ones own work. Listen. Respect the animals of the farm and their demands. A City Farm is positioned in a hospitable and peaceful environment. At school, there is more stress, it's sadder and darker. A friendly welcoming place where the farmer involves the children in activities of nutritional education, fruit production and a centre of nutrition. A place to make friendships, to play, to learn how to live.

Opinion of the children

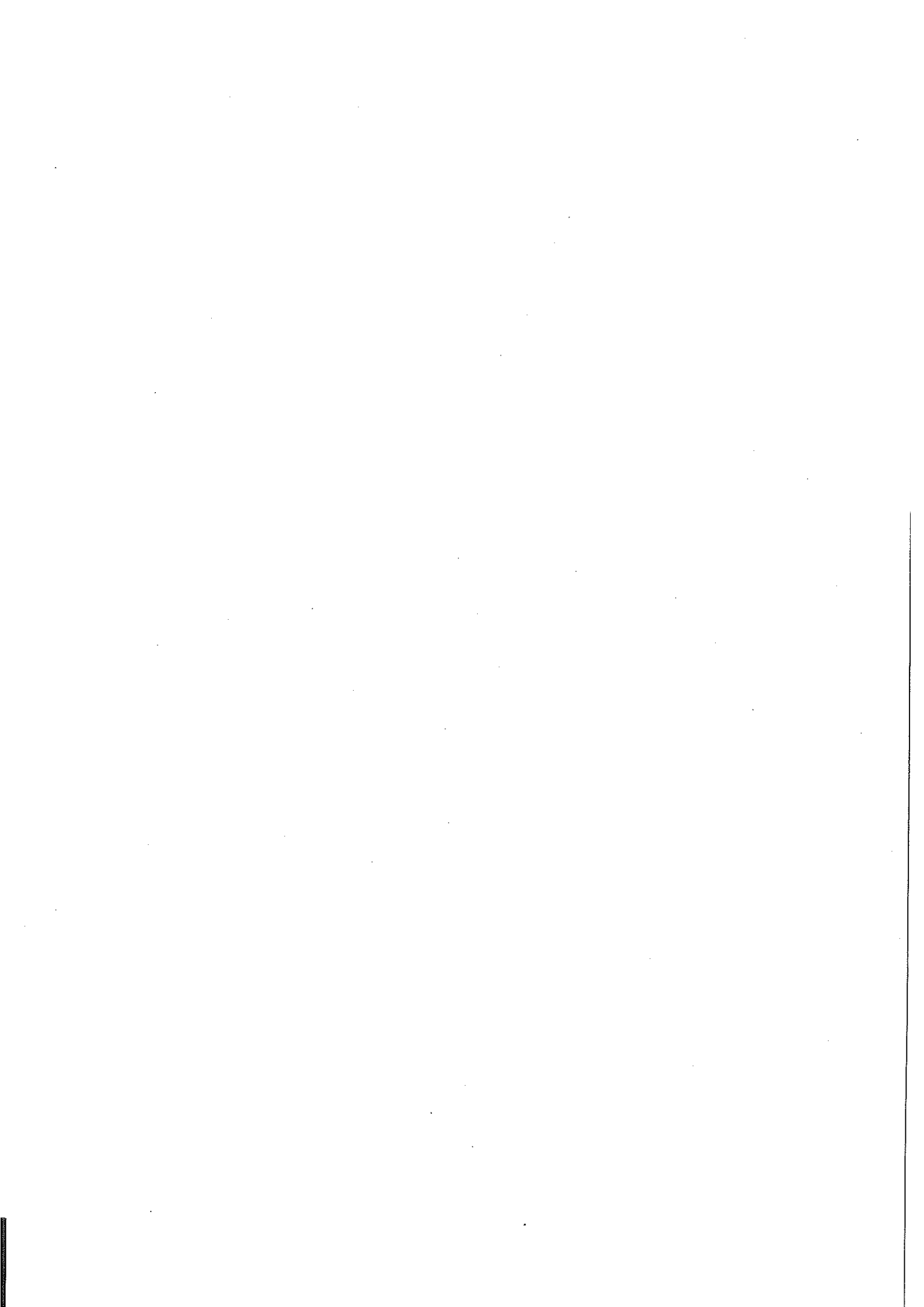
Nb. of valuers: 128

Nb. who liked : 124

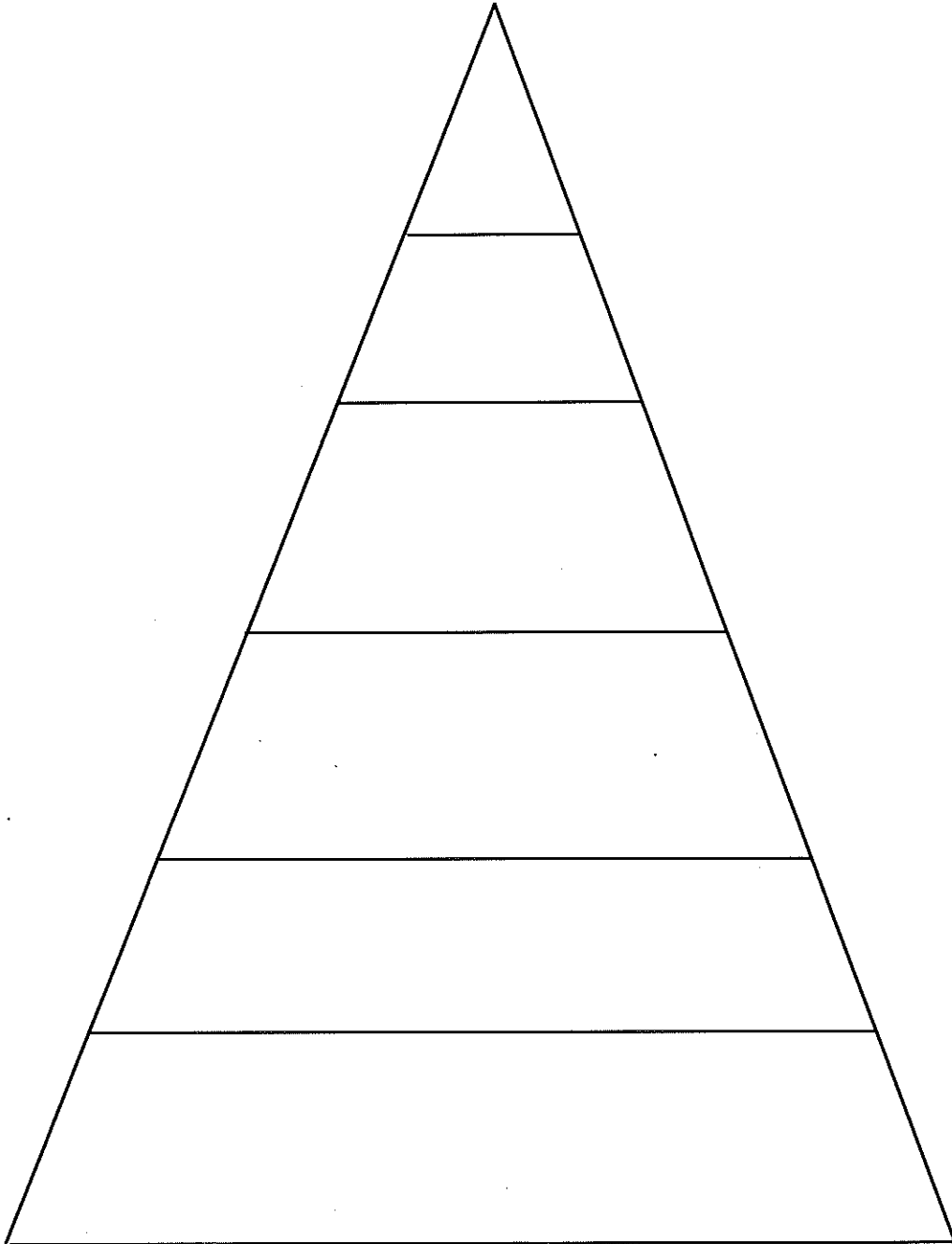
+or-: 4

didn't like: 0

I tasted the ripe grape. I smelt the must. I Enjoyed the grape-harvest: I thought I wasn't able to do it, I liked to press the grapes, I think It's important to have respect for the nature, to listen when the farmer talks, I was angry when a friend took my scissors.
Home, I'd like to press the grapes with my parents: it smells good, to make wine is a funny and healthy activity, eat grapes just harvested is delicious!
To preserve my health I should: know how to eat, know the fruits and vegetables of the season, have respect for he plants and the animals, listen to adults, eat less cakes and snacks...



Nutrition and health – Die'tetics



Food balance

Related activities

Age 8-12

Length 60 min.

25 enfants max

25 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

For children of the third cycle, we can possibly do without real food products.

Sources of information

Impact d'un module d'éducation nutritionnelle auprès d'enfants de troisième primaire, travail de fin d'étude en diététique, G. Jacques, Institut P. Lambin Bruxelles, 1988.
Education nutritionnelle, Zylberberg G., Lecerf J. M., Lefebvre B., Fressin C., Edition Institut Pasteur, 1991.

Prerequisites

Link between nourishment and health.
The food groups.

Topics tackled

Analysis of a balanced menu.
Notion of portions, classification of the families by order of importance (quantitative aspect).
Induction of the concept of food balance being represented as a pyramid.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Conceive the menus of a day.
Identify the family of each food product.
Classify the groups of food products of the same family by order of importance of quantity.
Classify the food products on the different levels of the food pyramid.
Assess the balance of our feeding.

Be autonomous.
Be listening.

Interactions with other activities and prolongations

A possible prolongation is the analysis of the meal drawn at the beginning of the activity and the meal really eaten by the children afterwards. This necessitates to have a catalogue available that gives the portions per food product and blank pyramids to complete.

Material and documents used

The food products noted down on the sheet "I analyse the menus of a balanced day".
Sheet 1: I draw the menus of a balanced day.
Sheet 2: I analyse the menus of a balanced day (food product + corresponding portion).
Sheet 3: Reference table: classification of the food products in food families.
Sheet 4: A sheet filled with empty portions to colour.

Presentation of the activity, development

In order to stay in good health, what do we have to eat and in what quantity? Answer: We have to eat varied and balanced food. Of which family do we have to eat most?

Collecting the initial representations of the children

To know what you think of it, draw the meals of a well-balanced day (sheet 1 - will be analyzed again afterwards).
Analysis of the balanced meals.

Presentation of the food products of a well-balanced day that are both present in reality and on sheet 2.

1° Find the family back. In order to see what family and what quantity of food has to be eaten daily, I suggest you to find the families of the food products that are on sheet 2 and write them down on the disc that shows the number of portions for each food product. There is a reference table available.

2° Count the number of portions per family.

Transfer of the portions on sheet 4 and visualisation of the triangular structure.

For each family, transfer the number of portions found by indicating the corresponding initials on the discs of the sheet 4, starting with the group that has the biggest number of portions. Be careful, the family which needs to be eaten most of is absent, leave an open line.

Classification of the food products in the pyramidal structure We obtain the same results than on the sheet . Each child places the food products corresponding to the families classified by order of importance: drinks, starchy food, fruits and vegetables, dairy products, meat-eggs-fish, fat, "sweet sugars".

Potential of the activity given by the facilitator

Interesting activity because it gives tools to evaluate our food. It must be placed at the end of the project after concrete activities on food products (transformation, classification, sensory approach).

Valuation tools of the activity

Oral questions. The final classification done by the children. The mentioned prolongations.

Valuation of the activity by the adults

Number of valuers: 1

Awareness of the importance to have balanced meals, to be responsible consumers.
The children classify the food products in families and reconstruct the food pyramid.

Opinion of the children

Nb. of valuers: 8

Nb. who liked : 4

+or-: 4

didn't like: 0

I've learned to make food groups, to eat less sugar, to eat varied food, not to drink too much Coca-Cola, to eat fruits and vegetables, to drink water.

I preferred when we had to place the food products on the pyramid and to complete the families with the food products.

To preserve my health, I have to eat of everything, not too much meat.

Breakfast

10 o'clock

Lunch

Draw the meals of a day
to know if you have
a balanced nourishment

4 o'clock

Supper

Breakfast

- A slice of brown bread ()
- A box of cereals (20g.) ()
- A big glass of milk ()
- Jam ()
- Butter ()

10 o'clock

- A banana () ()
- 3 potatoes () () ()
- 100g of meat ()
- 200g of green beans ()
- A bowl of soup ()
- An orange ()

Lunch

For each food product, give the food family to which it belongs. Then make the sum of the parts () for each family and classify by decreasing order the number of parts

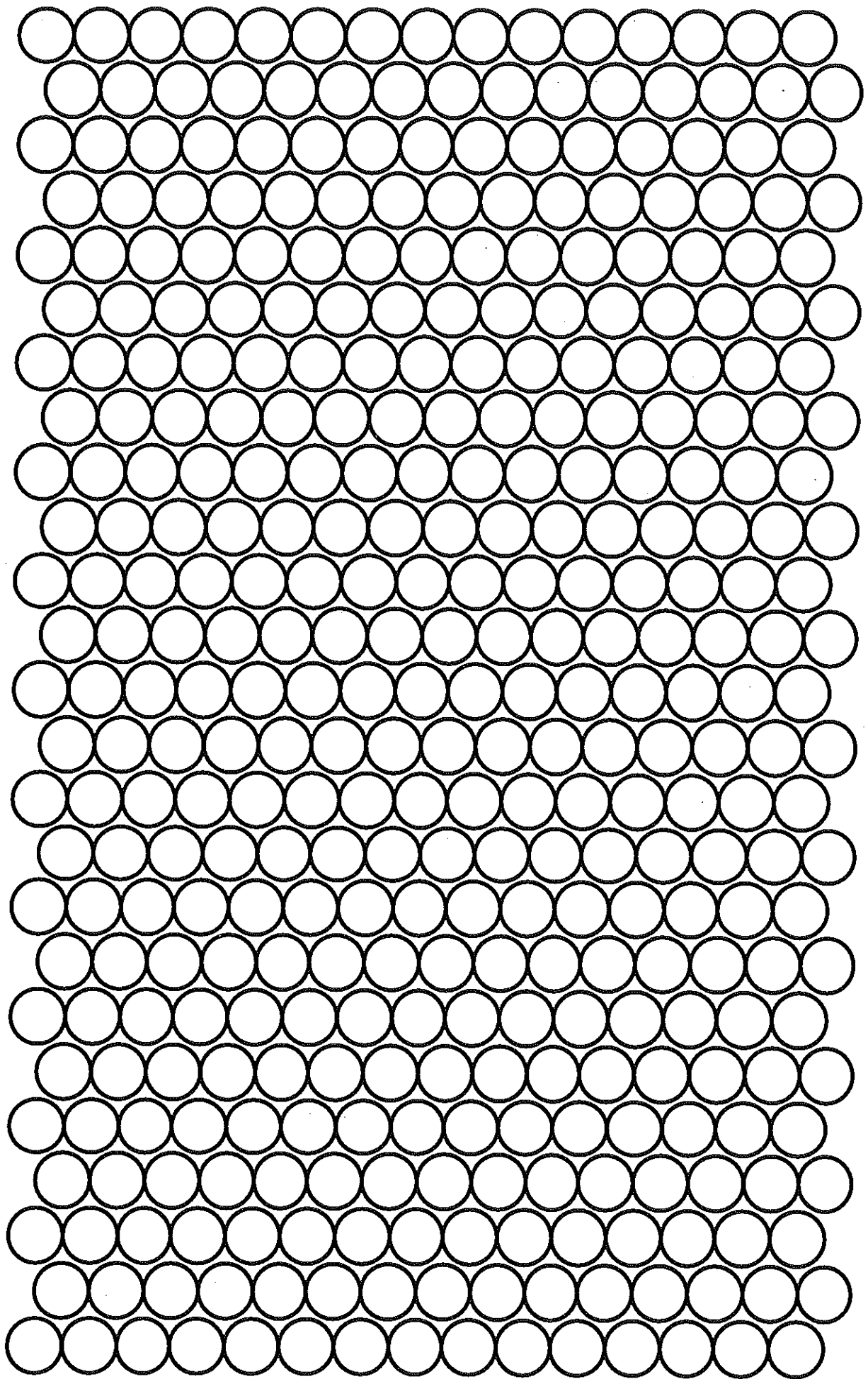
Gouter

- A box of cereals (20g) ()
- Une little "Gervais" (1/3)

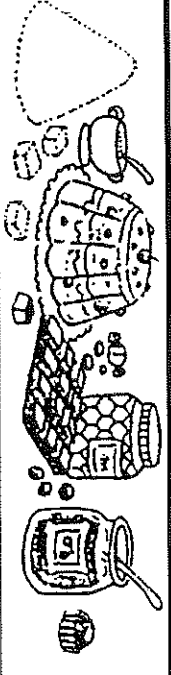
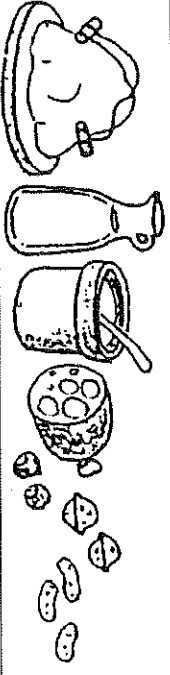
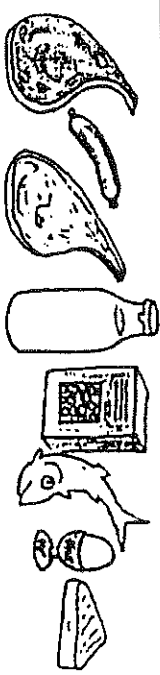
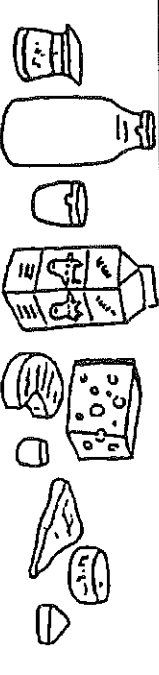

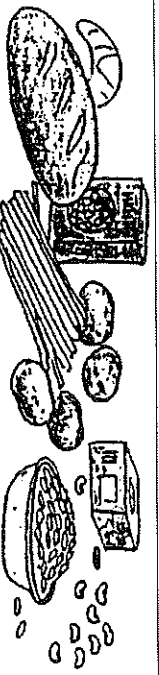
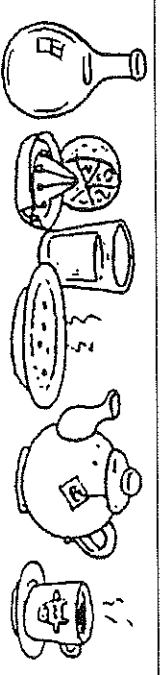
Supper

- 3 lices of whotemeal bread () () ()
- A slice of ham ()
- 2 triangles of cheese spread ()
- A piece of hard cheese ()
- A big carrot ()
- 100 g. salad ()

Which family is lacking?.....



THE FOOD PRODUCTS:

THE FAMILY	MAIN COMPONENT	ROLE	MAIN FOOD PRODUCTS	
Sugar (and sweets) (S)	SUGAR And sweet food (glucids that act quickly)	Gives energy, tonicity and fat	Sugar-Chocolate-Honey Jam-Candies-Cakes -Fizzy drinks -Sweet fruit juices	
Fats (S)	FAT	Gives energy and fat to our body	Butter-Oil Delicatessen Hazelnuts-Peanuts Almonds and Nuts	
Meats Fishes Eggs (G)	PROTEINS	Constructs our body (especially the muscles and the organs)	Meat-Fish Eggs-Milk-Cheeses Dried vegetables (Lentils, Beans)	
Dairy products (La)	CALCIUM (a lot of) PROTEINS (a little)	Constructs our body (especially the bones)	Milk Cheese Yoghourt	
Fruits and Vegetables (F and Ve)	VITAMINS AND FIBRES	Protects us and helps the life in our body. Favours the digestion	Green vegetables (raw or cooked) Fruits (raw or cooked)	
Starchy food (Fe)	GLUCIDS That act slowly	Gives energy and fat when we take too much of it.	Bread-Pasta -Rice-Cereals Potatoes Dried vegetables (Lentils, Beans)	
Drinks (B)	LIQUIDS WATER	Brings water that is indispensable for our body	Water- Fruit juices Infusions Clear meat soup-Soups	

Nutritional needs of the body or how to nourish one's thought with food

Related activities

Age 8-10

Length 60 min.

Belgique

België

Deutschland

Italia

2 5 enfants max

2 5 Number of children per facilitator

Transferability to school

yes no condition

Sources of information

Education nutritionnelle, Zylberberg G., Lecerf J. M., Lefebvre B., Fressin C., Edition Institut Pasteur, 1991.
Bon appétit la vie: diététique junior, mode d'emploi, Trémolières C., Hatier, Paris, 1986.

Prerequisites

None.

Topics tackled

Why do we eat. Mention the needs of the body (energy, heat, water, to protect oneself from illnesses, to grow up, to construct, to replace).

What is our body made of?

Distinguish nutriments and food. Role of the nutriments.

Role of the digestion. Role of the digestion as transformer of food in nutriments.

The blood circulation and the transport of the nutriments.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Be able to mime in team a need of the body (move, grow, need for water).
Find on the chart the nutriment that satisfies this need.
Find on the chart and among the farm products the food product that contains this nutriment.

To dare express oneself with gestures.
To develop one's curiosity on the relation food- needs of the body.
To work in team.

Self-expression through movement (mime).

Interactions with other activities and prolongations

Making of yeast (notion of fermentation, digestion of the starch and of the sugar by yeast).
Study of the food products their manufacturing, the nutriments they contain, their classification).
Food balance (how much do we have to eat from each type of food).

Material and documents used

Chart with all the main food products (text and drawings see page 317), the nutriments and their role.
The food products that we find at the farm + a bottle of water, fruits, vegetables, a potato, pasta, rice, wheat semolina, hard cheese, eggs, a lump of sugar, wheat, bread, herbal tea, butter.
Drawing of a fish, drawing of a piece of meat.

Presentation of the activity, development

A. Exhibition of all the food products that the children have gathered in the farm.

B. Contribution of the food and body needs.

Why do we eat? What do we do with our body? What is the body made of? What does our body need? The facilitator writes everything down on the blackboard: to move, to think, to grow, to construct (our teeth, our bones, our organs, our muscles, our veins, our brain, ...), to live, to stay alive, the need for water, to fight illnesses, to be warm.

C. The link, needs- role of the nutriments- distinction between food and nutriments

The facilitator explains that the nutriments are the small elements that are contained in the food and that they are the ones that will meet all the needs of the body. The children are divided in 4 teams and receive each a table with the main food products (text and drawing), the nutriments and their roles.

D. Mime of a body need by one team and identification of that need through the other teams, search for the nutriment that satisfies that need by using the table. Then search for the food that contains that nutriment (of food collected at the farm).

E. The utility of digestion

"How do nutriments arrive in all our cells? How does our brain obtain the glucides that gives him the energy to think?"

The digestion reduces the food in small elements that, at the level of the bowels, will go through the blood vessels and travel in the whole body, including the brain". The facilitator draws on a board the way followed by a slice of bread in the digestive system (with all the transformation it undergoes) by calling on the children's knowledge (role of the saliva). They come to the conclusion that the food product " slice of bread" contains starch that after digestion will give glucides (simple sugars that can be used by our cells).

Potential of the activity given by the facilitator

The children are very motivated by the fact of acquiring knowledge on the functioning of the body and its needs: this leads to an interest for the food products if we explain what they serve for and what they become in the body. The mime allows to revive the motivation at the end of the activity: this is due to the team work, although this type of performance is unusual and implies sometimes a lack of ease for the children ...

Valuation tools of the activity

Oral questions - the active participation in the game of identification "need-nutriment-food" allows to see if the children see the link that exists between these concepts.

Valuation of the activity by the adults

Number of valuers: 3

We started from the prerequisites that the children had and we put some order in their knowledge.

The children used the chart of food products to answer some needs.

Thes is an awareness on acquiring a dietetical behaviour.

Active pedagogical method.

Excellent material.

Opinion of the children

Nb. of valuers: 16

Nb. who liked : 11

+or-: 5

didn't like: 0

I've learnt to mime, I've tasted wheat grains, onions, an orange .

I preferred when we talked of the human body, of the bones, of the sugar pie that goes to the brain. Before I didn't know what happened to the food products I ate, I liked to mime.

The most important: know the needs of the body, what we have to eat or not, the teeth, the bones, how to construct the biceps, the functioning of the body. **Back at home:** I will tell everything I did during this activity, because my parents are curious and I like to tell.

I like learning at the City Farm because it was easy to understand, we did some farming work.

To preserve my health, I have to: eat vitamins, eat slow sugars, drink a lot of water.

Origin of food and food families

Related activities

Age 8-12

Length 60 min.

25 enfants max

25 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

Sources of information

Education nutritionnelle, Zylberberg G., Lecerf J. M., Lefebvre B., Fressin C., Edition Institut Pasteur, 1991.
Tom à la ferme, Baijot et al., ICAN, Belgique.

Prerequisites

None.

Topics tackled

Link between local product and transformed food product, animal or vegetable origin of food.
Eat varied food= eat food products from each family.

Skills targeted : Know-how

Make varied menus for each meal in team work.
Find out the origin of food by looking at the information given on the packages or by looking it up in books.
Put food in groups in function of their origin (animal or vegetable).

Behaviour

Be curious.
Ask questions on the origin of food and acquire tools to be able to answer.
Be critical, be ready to review his/her knowledge.

Sense, psycho-motricity

Material and documents used

Sheets origin-food. Plates. A collection of different packages. Books on origin of food. A collection of country products: real (e.g. cereals) or in picture (e.g. a cow).

Presentation of the activity, development

"How do we have to eat and why?" We have to eat varied food in order to stay in good health.

Composing varied meals in team: each team receives the mission of composing a varied meal. We see to it that all meals of the day are composed. Each child of the team chooses a food product from the meal and writes it on the mini-sheet "food-origin" and put it then on the plate of its team.

Origin of food: (packages and books are placed in a corner called "shop"). "Where do the food products come from? How can you find this information?". "Find out the local product that corresponds to the origin of the food product in the exhibition 'local products' and put on it the sheet of your food product."

Analysis and classification of food products in function of their origin. With coloured woollen bits we create different groups: green for food with vegetable origin, red for the ones with an animal origin, blue for water. The children put their sheets "food-origin" on it.

Comparison of the obtained classification with the classification in food families (form of pie). "

Is here food classified in function of its origin (animal, vegetable or mineral (inorganic)? " Not really: for water, yes, not for the others. For the food originated from plants we have several groups. Why do we have separated them?

The food products with vegetable origin have been separated according to their contents of slow-acting sugar (starch) or not, or fat; the others have been grouped with the fruits and vegetables because they content a lot of mineral salts, vitamins and fibres. We redraw subgroups with new woollen bits. We work the same way for the food originated from animals. The children notice that we have grouped the dairy products. Why? They are above all rich in calcium. The other animal products are above all rich in proteins. The children can see that the family of fat is mixed. In fact all food products are classified in function of their contents: butter and oil contain fat.

Are your menus varied? We finish by analysing the menus composed by the children to see if they contain all the different categories of food.

Interactions with other activities and prolongations

In preparation of the transformation of the country products in food products. As prolongation: nutritional needs of the body, food balance, distinguish the savour of a product and its attraction due to publicity, reading the labels to choose the healthiest product.

Potential of the activity given by the facilitator

This activity seems quite systematic in its process. This is motivated by the observation of two deficiencies among the children: a total lack of knowledge on the origin of the food which means a lack of intuition to classify the products. I think that having seen the products and having had to look for their origin will help the children to have reference points. Varying their menus will start having some sense for them. To work with menus they have composed themselves in team is essential for the motivation of the children.

Valuation tools of the activity

Oral questions.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 2

Fundamental question to which it is not easy to answer: where does the food products come from? To answer to this, the farm offers an environment with concrete and real objects. This is more motivating for the child who has also the opportunity to manipulate things. The classifications are facilitated. It is an activity that incites the children to have a behaviour that is less influenced by the commercials, to choose the products with full knowledge of the facts

Opinion of the children

Number of valuers 8

number of children who liked the activity 4

Number of children who liked +/- the activity 4

Number of children who didn't like 0

I liked to move around to see the boxes, to look in books , to place the food products in front of their origin, (because I like to know where it comes from).

I liked less to have to classify the families.

The most important thing they have learned: "classify the food products in function of their origin, know what we eat, classify the families .



I liked the **way of learning** because it is well explained, and we learn by playing .

To preserve my health: I eat of everything, I drink a lot, I eat a lot of fruits and vegetables for the vitamins, eat food products with slow sugar, I drink milk, I eat correctly, I have to eat and drink good products.

SEEKING THE ORIGIN OF FOOD PRODUCTS

1) CHOOSE THE FOODSTUFFS YOU NEED TO COMPOSE A WELL-BALANCED MEAL

2) FIND THE ORIGIN OF THE FOOD PRODUCT IN THE FARM, IN BOOKS, OR ON PACKINGS

WHAT I EAT 	PASTA 	FOOD PRODUCT
WHAT'S THE ORIGIN	?	ORIGIN

Weighing of fruits and vegetables

Related activities

Age 8-10

Length 90 min.

2 5 enfants max

2 5 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

Having enough scales at disposal.

Sources of information

European code against cancer , in "Un atout santé ...Des fruits et des légumes: 5 rations par jour" , SEMAINE EUROPÉENNE CONTRE LE CANCER, Association contre le cancer, 1996.

Prerequisites

Distinction between fruit and vegetables, can be rectified at the beginning of the activity.

Topics tackled

Distinction between fruits and vegetables (+ vegetable-root, vegetable-leaf, vegetable-flower).
 Why eating fruits and vegetables (vitamins, fibers, mineral salt).
 The other food families.
 Weighing (+ entities).
 Proportions, quantities, daily rations of fruits, cooked and raw vegetables.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Weighing, make the distinction between fruit and vegetables, between raw and cooked vegetables, knowing how to spread the rations of fruit and vegetables among the 3 daily meals .

Be respectful of food (don't throw away, squeeze etc.).
 Team work.

Awakening of the senses (the touch, the sense of smell, ...).
 Be delicate.

Interactions with other activities and prolongations

Sensory discovery of fruits and vegetables. Link with work in the vegetable garden. Preparation of soup, of fruit salad. Food balance. Food families.

Material and documents used

Scales, fruits and vegetables, various weights.
Sheets with pie-charts representing the different meals of the day.

Presentation of the activity, development

Game: recognise the fruits and vegetables, give their names.

Explanation of the importance of fruits and vegetables in our food. Link with the health- role of the fibers. "Can we feed ourselves only with what is on the table? NO, we mention the other food families. We show the ICAN* panel on the food families.

Explanation of the weighing (use of the scales)

Weighing of 200g of fruits, 200g of cooked vegetables, 100g of raw vegetables.

Spreading of the quantities of fruit and vegetables among all the meals of the day by the children (with the help of a support).

Collective analysis of the work done by each team.

Potential of the activity given by the facilitator

Create an interest for the fruits and vegetables by discovering new kinds.

The importance of fruits and vegetables in our food and above all visualise the quantities to eat daily in order to stay in good health. Ideally this activity should be divided in two parts:

the fruits and vegetables with sensory approach

the weighing of the daily rations and spreading among the different meals

Valuation tools of the activity

Verification of the weight of the fruits and vegetables during one day.

Integrate the rations in one or more real menus.

Valuation of the activity by the adults

Number of valuers: 1

This activity contributes to my project of balanced food (the fruits and vegetables, what they contain, daily rations of fruits and vegetables). The beginning of the activity is too static (discussion, listening).

Opinion of the children

Nb. of valuers: 8

Nb. who liked : 8

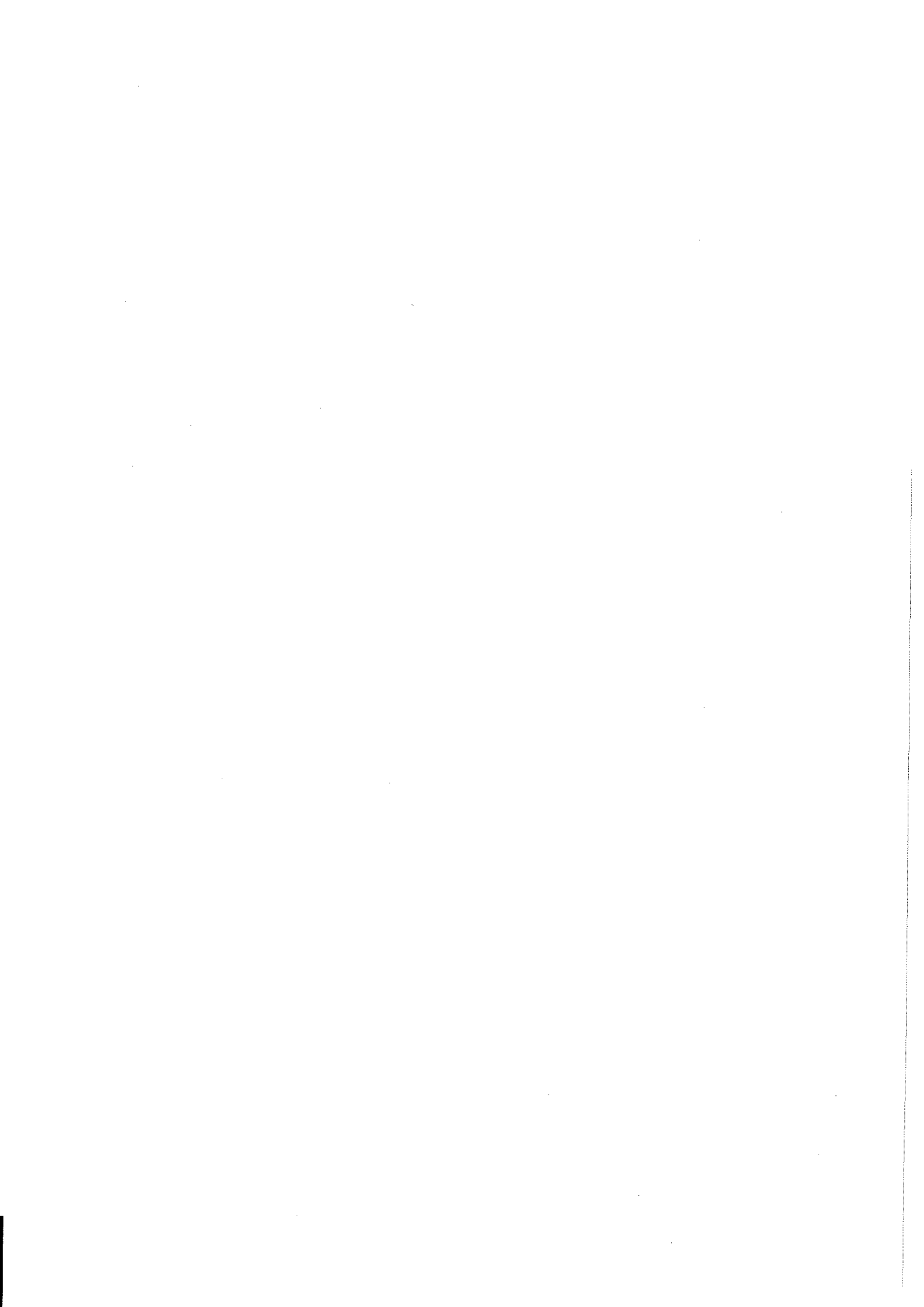
+or-: 0

didn't like: 0

I've learned to weigh, that we can eat cooked or raw food, what we have to eat for our health. **I saw** a lot of fruits and vegetables, I touched an orange, a grapefruit, a cabbage, I smelt an onion, I've weighed with my friends, I put on the scale and looked. **I didn't like** when we had to listen to the explanations , when I had to stay without doing anything.

The most important I've learned: the food families, take well the vitamins. **At home:** I won't do anything again (the majority), I will find back all the names of the fruits and the vegetables. **I like to be at the City Farm** because we work and do things, things are well explained.

To preserve my health : I eat fruits and vegetables, vitamins, starchy food, a bit of everything, go out for fresh



Consumption and health



Taste

Related activities

Age 8-10

Length 90 min.

25 enfants max

25 Number of children per facilitator

Belgique

België

Deutschland

Italia

Transferability to school

yes no condition

Foresee some time for the preparation.

Sources of information

Le goût et l'enfant, Jacques Puisais et Catherine Pierre, Flammarion.

Les enfants du goût. Dossier, Revue Gault et Millau N° 331, oct-nov. 1998, ISSN 0399-8223.

Encyclopédie visuelle, Le corps humain, Ed. du Soir, 1994.

Prerequisites

None.

Topics tackled

What is taste: perception by 'olfaction', the 4 basic savours, eyesight, consistence in the mouth.

The sweet, salty, bitter, acid taste: their location on the tongue.

What are the criteria to choose a food product.

The utility to develop taste: develops the curiosity and thus the ability of discovering, of eating varied food.

Is "good taste" synonymous to "good for the health"?

Distinguish the products that are good or bad for the health.

Skills targeted : Know-how

Become aware of what we look at when we choose a food product in a shop (e.g. a box of cereals) and explain it.

Tell with our own words what leaven bread tastes.

In group find back together the name of the basic 'savours' (sweet, salty, bitter, acid) and try to locate the areas sensitive to those savours on a sketch of the tongue.

Learn to taste (chew and observe our sensations for a sufficiently long time, let air get into the mouth).

Behaviour

Work in team.

Have a critical mind, be able to change its own point of view.

Taste progressively following the rules.

Share with others, not eat everything on your own.

Sense, psycho-motricity

Develop our sense of tasting and feeling.

Material and documents used

Food presented in bowls with at least one piece of food per child.
Leaven bread.

Reference food: chicons (bitter), salt (salty), sugar (sweet), vinegar (acid).

Different food products (that will be presented one after another, are not shown to the children): yeast bread, another leaven bread, small tomato, apple, chocolate, crisps, kiwi, coca-cola, cocktail sausages, grapefruit.
5 sketches of the tongue.

Presentation of the activity, development

1. First contact

Each child receives a piece of leaven bread : "What do you taste? What makes the taste? What do you pay attention to when you buy for ex. a box of cereals? Is the taste only perceived by the mouth? What can influence our sensations? Do you prefer to eat a squashed piece of cake or not? (eyesight). What happens when you have a cold? (sense of smell)". The children tell what they taste and we note the reference food or the savours they give on the blackboard: e.g. vinegar + sour-> acid.

2. Presentation of the sketch of the tongue with the areas sensitive to the taste of sweet, salty, acid and bitter. The children are divided in teams of 4 or 5 and receive each a sketch of the tongue. Each area is coloured in a different colour. We observe the drawing in group: "What is it? To what correspond the colours? Does this represent reality? Pull your tongue out and observe." We write on the blackboard: e.g. sweet in red, etc.

3. Clarification of the basic savours by linking a reference food to one of the basic savours.

Each team decides in group what savour that food has and put the piece of food on the area of the tongue (on the sketch) that is able to perceive this savour".

4. Game of identification of savours (in group)

Each team receives a bowl with pieces of food (e.g. bits of kiwi) and a 'taste' sheet on which to note their answers regarding savour and consistence. The children taste each, discuss and the chief of the team notes the agreed answer on the taste sheet. We compare the answers of the different teams. Then we distribute the next piece of food, etc. In order to create an "effect of surprise" each time, all food has been hidden (or covered) first and we bring one type of food after another. We insist on the importance of taking time for eating, of chewing properly and ventilate food.

5. Is "good taste" synonymous to "good for the health"?

We put the children in a circle around three tables where they will place the food products that are good for the health, the one partly good and the ones bad for the health. They have to justify each time their choice.

Interactions with other activities and prolongations

Making of bread (notion of fermentation, of digestion of starch and sugar by yeast). Study of food products (their manufacturing, their nutriments, their classification). The role of food and of nutritional needs. Food balance (how much do I have to eat from each food group). Other activities that uses the senses: odours, the touch, sensory discovery of fruits and vegetables, medicinal plants, the fruits of the orchard.

Potential of the activity given by the facilitator

The children had the opportunity to have a different look on food and its taste, thanks to the clarification of the 4 basis savours and to the visual support with the lingual areas that are sensitive, as well as to the 4 reference food products. Moreover, the children could experience food as a feast (team work + "tasteful" food) and lead them to review their point of view. Blind tasting were expected but couldn't be done due to a lack of time. They could be interesting to exacerbate the tasting but could also provoke some stress to children that are reluctant to taste.

Valuation tools of the activity

Oral questions. Active participation to the game of the identification of the savours.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 1

The children take conscience of the 4 basic savours and then identify them. They distinguish the good from the less good food, change their behaviour towards food. Well thought activity.

Opinion of the children

Number of valuers 9

number of children
who liked the activity 9

Number of children who
liked +/- the activity 0

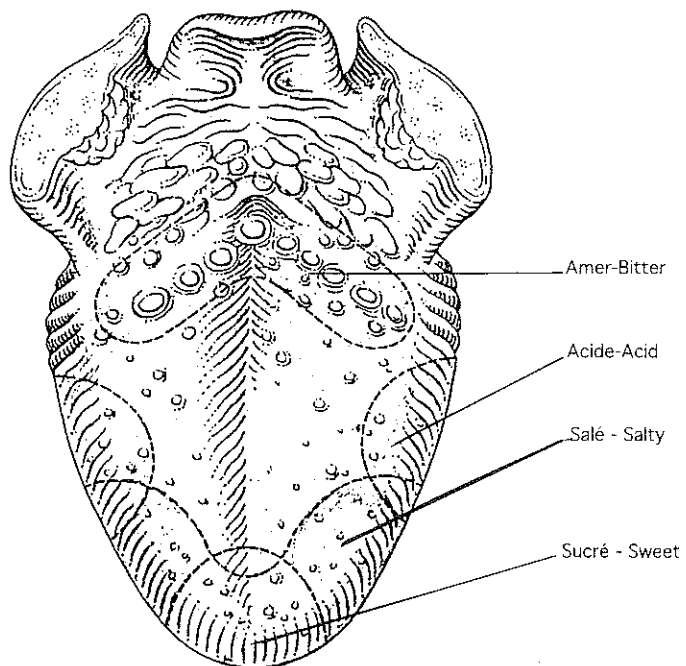
Number of children who
didn't like 0

I've learned to like things I haven't tasted yet. I've learned to smell and eat things that I didn't like before. I saw to what resembles the tongue from within the inside (where we taste), we were afraid to taste, it was fun. **I preferred** to taste the cocktail sausages and the crisps because we liked it and everybody was yelling. **In order to preserve my health** I eat food that is good for my health (fruit, calcium, not too much fat).

Taste

The food Product I tasted	Has a sweet savour	Has a salty savour	Has a bitter savour	Has a acid savour	Write the consistence
e.g. apple	X			X	mealy
.....					
.....					
.....					
.....					
.....					
.....					

Organe du goût - Taste organ



How to become a consumer with a critical mind

Related activities 1) I choose the healthiest product by reading the labels. 2) Eco-consumption . 3) Compare products from the market and from the supermarket for preparing a meal (raw vegetables and potatoes salad).

Age 8-12

Length 60 ->240

Belgique

België

25 enfants max

25->10 Number of children per facilitator

Deutschland

Italia

Transferability to school

yes no **condition**

1) Reading of labels: None. 3) Comparison of food products: Yes and no because "too practical, these approaches are not on the programme of the German schools".

Sources of information

1) Reading the labels: Understand correctly the labelling on food. Inspection of the food products, CRIOC, 1997 (Belgian consumer organisation).
2) Eco-consumption: DEMETER leaflets.

Prerequisites

None.

Topics tackled

Reading the labels

Become aware that access to autonomy in consumption involves making choices. Distinguish the criterion "good for the taste" from "good for the health". Information available for a transformed product compared to a fresh product. Expiry date, ingredients that are indicated by decreasing order of weight. Criteria of choice for a healthy product (see sheet). Notion of assessment. Influence of the packaging on the choice.

Eco-consumption and Comparison of products from market and supermarket

The children have to buy the ingredients for the lunch in different shops (supermarket, grocery shop, vegetable shop, market etc.) and compare the products according to the criteria of price, ecological packaging, quality etc. Draw the list of advantages/disadvantages between buying at the supermarket or at the market.

Skills targeted : Know-how

Activity 1) Before the activity: in team choose, among three drinks, the one that is the healthiest. Find the name, the expiry date, the ingredients and write them on the identification sheet.

Complete the information on the health criteria.

On the basis of the bulletin, after the activity: choose, in team, among three drinks, the healthiest one.

Make more objective choices and that take health into account.

Activity 2) Avoid making errors when buying by noticing the additives on the labels, buying instead products without additives.

Activity 3) Weigh, measure the products, count the money. Learn to handle, to assess the quantities of food products.

Behaviour

1) Be conscious that, as a child, we possess already a certain degree of autonomy regarding consumption.

Reach a more rational way of thinking i.e. consider seriously the information given on the label and deduce the quality of the product.

Be more responsible of our health when choosing food. Form our critical mind. Become aware of the influence of the packaging and of the publicity.

2) Become more respectful of the environment.

2) and 3)

Be aware of well-balanced food. Assess his feeding.

Handling, managing money.

Sense, psycho-motricity

1) Observe.

2) Train oneself to compare the tastes.

3) Peel potatoes and vegetables. Mince the vegetables.

Material and documents used

Reading the labels:

For a team of 3 children: a sheet and a pencil per child, a set of drinks, orange juice with 100% of fruit, orange lemonade, a can of orange-coloured soda with orange flavours. A brochure on additives.

Eco-consumption:

List of the errands. money, shopping bag, vegetables, potatoes, knives, plates, cooker, pan.

Presentation of the activity, development

Reading the labels - Overview of the problem

When you go shopping with your parents, can you choose your food? Here are some drinks, which one is the best? What does "good" mean when we talk of food? In team, classify the drinks by placing the healthiest above. How to choose the best drink for my health.

Tools to solve the problem

How to choose a fresh product (sensory exploration)?, a packed up product (reading of the information given on the label)? What information on the label tells us about the nutritional quality of the product? (ingredients, expiry date for consumption). The facilitator explains that the ingredients are noted by order of weight and that the manufacturer is legally obliged to notify them on the package. He gives three lists of ingredients and verifies that the children have understood the concept. "When we make a choice, for example buying a dog, how do we proceed to take the final decision? Examine the pros and cons, weigh them up. Give the arguments in favour of the purchase of a dog. Regarding health, how must a food product be? Find negative and positive arguments (see sheet). What can incite us also to buy a product? (the name, the colour, a gift, the image, the publicity). This shows the interest to compare the messages conveyed by these supports with the real content of the box (the ingredients). Assess if the name is deceitful.

Solving of the problem.

Reading of the sheet and allocation of the drinks. The children analyze the labels and write down the information on the sheet (one sheet per drink). Then, when most of the children have also written their qualitative assessment, we make a collective correction on the blackboard (the three sheets are copied next to each other). Each time that the children have difficulties in filling out the assessment part of the product, the facilitator makes them reread the names of the ingredients. The teams of three children are asked to reclassify the drinks. Make his plan of purchase. Visit the market, the supermarket. Comparison of the quality of the food products, of their prices, of their origin. Examine the environmental aspects. Preparation of the raw vegetables and cooking of the potatoes. Tasting.

Interactions with other activities and prolongations

How to choose a fresh product. Preparation of fresh juice. Sugar in our food (the story of a "sweetie"). Shopping at the store or at the farm.

Potential of the activity given by the facilitator

This activity appears to me as fundamental because of the process of critical analysis that it offers: it can be directly put into practice by the children. Moreover, it is useful for other situations in life. The children become aware that they choose a product according to the taste and sometimes because it has an attractive packaging and not because it is healthy.

Valuation tools of the activity

Reading a label: The choice of the healthiest drink that the children make at the end of the activity and what type of drink they will bring to school the following days.

Eco-consumption : Dialogue, group discussion.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 3

Reading of a label

The child learns to read a label and decodes it to choose the best product. In this way, he learns to buy the best product for his health. The rhythm of the activity was a bit slow.

Eco-consumption

Satisfactory activity because it raises the children's interest for a more conscious way of feeding oneself. The child develops a relationship towards food. The aspects of environmental education are also present. The children learnt to recognise the quality of food. How much does this product cost in this shop? Is the packaging really needed? The comparison with the food products had to be partly first learnt. The children learnt to prepare raw vegetables. This activity made them become more aware of the food, the money, the packaging. The City Farms offers a practical approach of nutritional education and a better contact with the children.

Opinion of the children

Number of valuers 24

number of children
who liked the activity 22

Number of children who
liked +/- the activity 2

Number of children who
didn't like 0

Reading a label

I've learned not to take anything without thinking in the shops, to see the expiration date of the juices, to choose the good things, to find the good information on the label, to make the difference between good taste and "healthy". Before, I looked only at the colours, now I know I have to look for other things - the ingredients - When I'll go for an errand, I will look at the dates.

At home, I will review all the dates in the fridge and explain everything we did.

The most important: the ingredients are classified by order of weight.

I like the way we learn at the City Farm because: we learn at our rhythm, each day we work on a new thing, it's cool, we have fun, we receive a lot of explanation, we learn differently.

To preserve my health: I eat fruits, I eat well (not a lot of candies, not too much hamburgers), fruits and vegetables.

Eco-consumption

I've learnt to buy vegetables, that there was more choice at the market, that the vegetables were fresher at the market, that the fruits and vegetables are less expensive in shops, to weigh vegetables. I felt if the vegetables were hard or soft. I tasted, felt if the vegetables were ripe. I smelt if their odour was rotten. The funniest thing is when we got fruits freely. Everything was cool: the fresh air at the market, the music in the big shops, the people were very friendly, very beautiful in the shops. We didn't like to wait at the cash desk. The most important thing I learnt: to know gherkins, the origin of the vegetables, that at the market everything is fresher, we find only eggs from chickens raised in the open air, the vegetables rotten quickly at the soft areas. We'd like to return to the market, I'd like to make my errands on my own, to cook in a healthy way, to grow vegetables.

To stay healthy I have to be outside, do sport, not go too often to the Mac Donald's, be a vegetarian, eat healthy food (muesli and fruits, no sugar).

Consumer tool

Name:
Expiry date for conservation:
Ingredients:

POINTS -

Presence of additives
(preservatives,
antioxidizers,
taste intensifiers,
colourings)

Sugar added to a
naturally sweet product

Sugar present in
majority

Fat present in huge
quantity

Deceitful name

POINTS +

Product close to a
natural product

Consumer tool

Name:
Expiry date for conservation:
Ingredients:

POINTS -

Presence of additives
(preservatives,
antioxidizers,
taste intensifiers,
colourings)

Sugar added to a
naturally sweet product

Sugar present in
majority

Fat present in huge
quantity

Deceitful name

POINTS +

Product close to a
natural product

The little market

Related activities

Age 7-9

Length 90 min.

60 enfants max

12 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

If there is a biological vegetable garden at school and if biological dairy products are purchased and other organic, healthy food is being sold.

Sources of information

Prerequisites

Calculation (addition, subtraction,...).
Metric system, unit of weight (kg, g, l, ml...).

Topics tackled

Choice of the products we want to take home.
Calculation.
Weighing and measurements.
Dairy products.
Vegetables.
Biological feeding.
Hygienic transport of the food products. Preservation conditions (the cold).
Preference for the intrinsic quality of the product instead of a nice appearance.

Skills targeted : Know-how

Discuss the products to buy with the family.
To negotiate, consult each other, find compromises.
Education towards autonomy : choose, do his own shopping, foresee the purchase in function of a budget .
To weigh, measure.
Do some calculation, give the money back.
Hygiene.

Behaviour

Wait for your turn.
Be patient.
Be polite.
Pay more attention to the quality, the taste than to the presentation of the food products.
Share with the family the products that we made and hopefully associate a positive memory to these products, susceptible of creating an interest and curiosity for healthy food.

Sense, psycho-motricity

Assess the quantities.
Be dextrous for cutting, weighing.
Recognise easily if a product is fresh (through its appearance, through taste, touch, smell).

Material and documents used

Several facilitators.
Dairy products, vegetables, scales, planks, knives, spoons, boxes with fake bank notes, graded pots.

For the children: bags, money, clean refrigerating boxes, plastic bottles with tops, wallet.

Presentation of the activity, development

We install 5 shops (material, products).

1 facilitator per shop.

We explain to the children where the different shops are, the system of fake bank notes, the bank.

Each child goes from one shop to another in a autonomous way and chooses what he wants the day itself.

The next step happens at home...

Interactions with other activities and prolongations

Gardening. Breeding. Biological food and health. Weighing of fruits and vegetables.

Potential of the activity given by the facilitator

The child learns to judge, to choose and purchase healthy food autonomously. The child has the possibility to bring back home the products he made himself in a positive and motivating context (team work, link with the animals and the vegetable garden). This gives the opportunity to talk and taste healthy products with the family, to make the link with the earth, the animals, the local products (transformed or not) and the consumer. This activity allows integrated teaching.

Valuation tools of the activity

Check if the child weighs correctly.

Ask to the child: how much he has to receive back and check if he has been given the right amount of money.

Diversity of the products that have been bought.

Questions and answers of the children during the little market. Later in the class, the teacher can discuss with the children on the topic of food consumption at home.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 1

This activity corresponds to a great number of pedagogical objectives. It should last longer. (The children were disappointed that it ended). The City Farm offers the opportunity to the child to become aware of the daily work in a farm (with all the implications on a pedagogical point of view). In a City Farm there is more follow-up, more coherence for the learning.

On the other hand, the facilitators develop the transverse competences of the child by reminding him constantly what he learned in the different areas that have been studied.

Opinion of the children

Number of valuers 8

number of children
who liked the activity 7

Number of children who
liked +/- the activity 1

Number of children who
didn't like 0

This activity has been assessed by the teacher after that the children have brought back home their farm products.
I learned to make butter, bread, cheese, milk, to take care of the animals , to feed them.

We tasted the cheese to see if it was good. I saw apples, milk, yoghurt, beans. I smelled with my nose the nice odour of the gouda, I tasted it.

The moment they preferred: I loved everything, it was cool, when I went to fetch the milk because I wanted to taste the milk of Marguerite (the cow of the farm), when I bought things because afterwards I could eat them.

The most important thing they learnt: unanimous answer: " How we had to do to buy things with money. Do the shopping on my own, I've never done that before.

They all like the method used in the City Farm: I liked to learn about the nature. We understand very well what they tell us. We learn doing things on our own.

To stay healthy: I have to take mineral salts, vitamins. I need milk, vegetables , milk, butter, vegetables, meat. We have to do sports. I have to take a lot of strength. I take milk and a bit of chocolate with a little sugar. I eat a lot of fruits and vegetables.



Use of aromatic herbs, pleasure of the taste

Related activities Omelet of herbs. Oil and vinegar with herbs. Dry herbs: peppermint and lemon "melisse" tea.

Age 6-16

Length 90 min.

20 enfants max

1 0 Number of children per facilitator

Belgique

België

Deutschland

Italia

Transferability to school

yes no **condition**

Garden for domestic herbs.
Grass-lands and orchards for spontaneous herbs.

Sources of information

Own experience. Books.

Prerequisites

None.

Topics tackled

The difference between domestic and spontaneous herbs, their use for cooking and healing.
How to make herb tea.
How to make oil and vinegar.
How to make an omelet with herbs.
The importance of the imagination when cooking: with a few ingredients a great many of good dishes can be created.

Skills targeted : Know-how

Reap the herbs without tearing the root.
How to keep them in the hands.
Pick nettles without getting stung.
Planting herbs, reaping them.
To put the herbs in the omelet.
To chop the herbs, break the eggs.

Behaviour

To work in group.
To wait for your turn.

Sense, psycho-motricity

Be able to distinguish the herbs from their smell, their aspect.

Material and documents used

Baskets, knives, scissors, chopping-board, cups, paper.
Ingredients (accordingly to the activity):
- herbs, eggs, salt
- oil
- herbs for tea: peppermint, lemon melisse.

Presentation of the activity, development

Herb tea

Collect the herbs: where do I find the plant?
Sort out: how do I recognize them?
Bind them: little bunches dry quicker.
Let them dry.
Prepare tea.

Omelet of herbs

1. description of the countryard, where the activity takes place.
"What is a farm and why are we here?"
2. Discover the herbs, work on the use of the 5 senses : the children pick up the herbs (the nettles too), and smell them, they observe the different leaves of the herbs and listen to the sound of the countryard.
3. The teacher asks to the children who has already made an omelet, with which ingredients and who helped them.
4. Eggs should be fresh, the teacher asks to the children if someone has a chicken at home.

Interactions with other activities and prolongations

Construction of a herbarium.
The use of some herbs in the past.

Potential of the activity given by the facilitator

Omelet of herbs:

The valorization of our 5 senses has been greatly appreciated. The children overcame their fear of collecting nettles and were very interested and concentrated when collecting the eggs. On the nutritional point of view, this activity stimulates the children to eat something "green", to taste it.

Valuation tools of the activity

Questions about the names of the herbs we picked up. Verification of what the children remembered during the lunch, examination of the taste.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 2

Opinion of the children

Number of valuers 4 8

number of children who liked the activity 42

Number of children who liked +/- the activity 6

Number of children who didn't like 0

I learnt to make an omelet of herbs, to dry peppermint and lemon melisse, to make oil and vinegar with herbs.
I tasted the herbs, the vinegar, I smelled the barn, I saw the grassland, the vineyard and the small lake, I tasted the oil.
I liked most the strong smell of the herbs, to fill the bottles with herbs, to play in the grassland, to collect herbs, to dry them, to pour out the vinegar and the oil.
I didn't like eating inside the farm because we were not outside, I liked everything (the majority).
The most important thing I learnt: to respect animals and plants, that even the nettles are useful for cooking, they can be eaten with pasta.
I like the City Farm: the life here is better than in a city.
At home, I'll do again an omelet with herbs, I'll prepare pasta with rosemary, I'll dry other sorts of tea.
To stay healthy, I have respect for the nature, I eat good food, I should eat wholesome food, I should not eat very much, I should go to the mountains, I should live in contact with the nature.



Breakfast

Related activities Brunch. Biological breakfast. Smart breakfast. The food families.

Age 7-12

Length 60 min.

4 0 enfants max

1 5 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no **condition**

Have enough space to put tables and make a buffet for a brunch or breakfast.

Sources of information

Own material and production, information from health shops.
Magazine "Bonjour " (editor Averbode), documents from the Red Cross.

Prerequisites

For a good result, it's important that the children know the origin of a product (what is it, is it expensive, where does it come from, is it good?...etc)

Topics tackled

Composition of a complete breakfast. Buying fresh ingredients from the farm.
Importance of the breakfast (measure of time between the different meals: breakfast, lunch, supper).
Possible attitudes towards food: open/close, creative/non-creative.
Survey of the different feeding groups (nutritional value).
Relative importance of the food families within the context of a well-balanced nourishment .
Teaching of good manners when at table.
Optional: the importance of starchy food (advantage of slow sugar compared to quick sugar).
Advantage of wholemeal cereals.

Skills targeted : Know-how

Learn to make their own buffet, their own balanced breakfast, set the table etc.
Create a mix of food products.
Handling of knives, peelers.
Take the right portion of ingredients.
Link the food products from the breakfast that are of the same food family.
Give the names of the food families, classify other types of food products.

Behaviour

Learn to take the time to eat, have respect for the food, enjoy the meal.
Learn to listen, ask questions , have consideration for, enjoy teamwork.
Dare to taste, associate the food products that the child has made himself with new flavours, be aware of his own attitude towards food ("am I a discoverer?") develop creativity.
Develop conviviality: be able to wait for the others before starting eating, eat cleanly, help tidying up...
Be able to participate in a group discussion.

Sense, psycho-motricity

The children have a taste of success, taste the food products proposed and discover new types of food, of taste.
Taste, smell, mix the food products.
Enjoy, having a good time.
Observe the food pyramid, compare the stages (floors).

Material and documents used

Forks, knives, dinner plate, cups, a boiler, sugar, honey, jam, yoghurt, buttermilk, butter, cheese, milk, wholemeal bread, cereals, muesli, fruits ..

Room to make the buffet, the tables are set or not according to the activity .

Sheet of paper, pencils, other food products than the one used for breakfast, illustrating all the food families.

Presentation of the activity, development

Different methods according to each City Farm:

Breakfast followed by discussion (Petit Foriest)

a) Introduction to the breakfast. Why do we give you a breakfast? Who has taken a breakfast this morning? This breakfast is made with products from the farm made by ourselves or other classes, how do you react? "I don't know, I don't taste it". Or: "I don't know, great, I'll taste it!" Which attitude helps learning? We invite you to taste and create new blendings. Be careful not to waste food."

b) Having breakfast. The children help themselves. The facilitator suggests the children to taste, helps them if needed for the practical aspects.

c) Discussion on balanced food after breakfast.

We gather the impressions of the children on the different food products "Who can link the products of this breakfast that are of the same food family? With what are these food product made? Each time we discover a new family, we write the name on a sheet. We distribute a new set of food products for classification. Presentation of the food pyramid.

Discussion followed by the preparation of the breakfast by the children (la Prairie, C.F. of Germany)

Discussion: Importance of the breakfast e.g. we look at the day of a little boy .

Classification of food products with sheets (6 categories: meat, starchy food, fruits, dairy products, drinks, fats).

Preparation of the breakfast by the children.

Eating the breakfast and discussion eventually afterwards.

Preparing a brunch in 60 min (C.F. Van Clé): when the children arrive, they get 60 min. to prepare "the brunch". They share out the tasks: the driving force will give the assignment! The assignments are: to pick up eggs and boil them; pressing the oranges, making hot chocolate milk, to set the table with all the ingredients and decoration, making the cheese, tea (with herbs from the garden).

Interactions with other activities and prolongations

The products can be prepared in advance: cheese, yoghurt, bread, jam..

Cooking workshops. Prepare balanced meals for a day. Gardening.

Potential of the activity given by the facilitator

This activity should ideally be placed at the end of a series of activities relating to the making of food products (e.g. making of bread, jam, honey, cheese,etc.). It offers the opportunity to a great many children to have a positive experience of a complete breakfast, using the products they made themselves, this is very motivating for children. Bread and cereals being always part of a healthy breakfast, it is the occasion to insist on the place of starchy food in our feeding. The children discover new ways of having breakfast: with muesli, fruit salad, yoghurt, wholemeal bread .. all examples of healthy and tasty products.

Valuation tools of the activity

Open discussion. Writing notes in our visitors' book. Suggestions, questions of the children, their mood.

The meal is the tool: it offers the opportunity to see if the child puts into practice what has been asked.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 1

Practical experience: organisation of the activity by the children themselves. The City Farm offers the opportunity to have a concrete approach of what has been seen in the class. It is a place where we can find everything that is related to nutrition. The children learn to differentiate their taste, to classify the food products. Nowadays, most of the children don't take a breakfast anymore, hopefully they will do it after this activity.

Opinion of the children

Number of valuers 4 1

number of children who liked the activity 34

Number of children who liked +/- the activity 5

Number of children who didn't like 0

I learned to have a healthy breakfast, to make some tea, to boil eggs, to drink tea with honey, to eat muesli with fruits.

I tasted bread with jam, wholemeal rolls, herb cheese.

I liked most: to fill the pyramid, to have breakfast, to decorate the table with flowers, to play waiter.

It is important: to be able to classify the families in the pyramid, to have a complete breakfast in the morning, to eat in a balanced way, muesli is healthy.

I didn't understand why there were only wholemeal rolls.

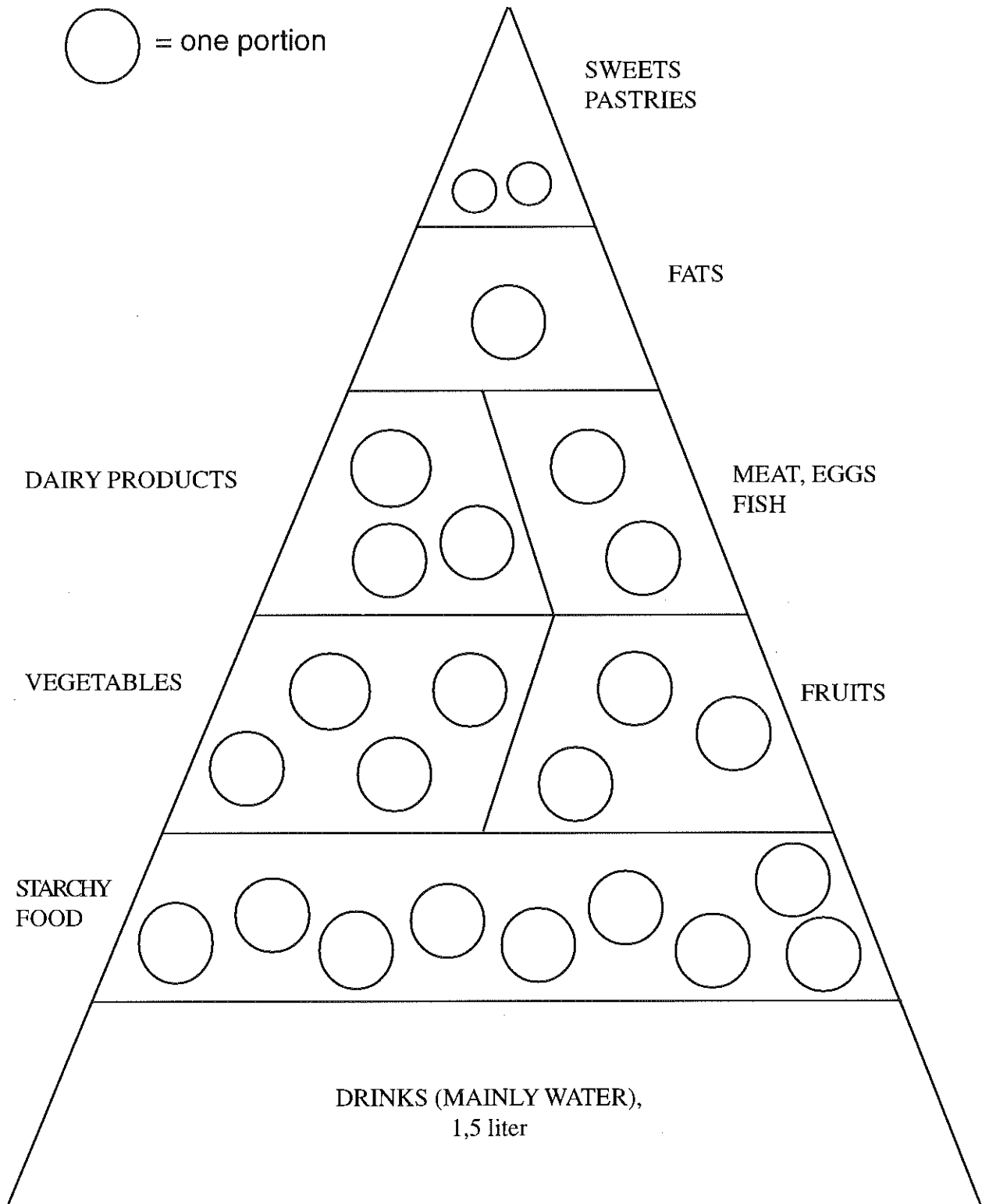
At home, in the morning, I'll have breakfast, I'll eat jam and honey, I'll eat nothing, an egg, I'll set the table on my own.

To stay healthy: I don't eat too fast, I eat in the morning, I eat balanced food, vitamins, lots of vegetables, wholemeal products, of everything, no crisps.

The well-balanced diet

All the disks represent the quantities corresponding to the meals of a healthily day

○ = one portion



**TO EAT HEALTHY, EAT OF EACH FOOD GROUP
AND RESPECT THE NUMBER OF PORTIONS
GIVEN IN THIS FOOD PYRAMYD**

Several food products and their corresponding portion(s) are given in the following pages

Eat in a well-balanced way, it's healthy!!!!

Starchy food

- 1 slice of bread (wholemeal or brown or white) ●
- Breakfast cereals 1 small box (=20g) ●
- 1 pitta ●
- 2 rusks ●
- 3 "cracottes" ●
- 2 krisprolls ●
- 1/5 of French bread (15 cm) ● ●
- 1 bun ● ●
- 1 sandwich ● ●
- 1 potato ●
- 2 soupspoons of mashed potatoes ●
- 2 soupspoons of cooked rice ●
- 3 soupspoons of cooked pasta ●
- 2 croquettes ● + (we cook them in fat!)
- 2 soupspoons of french fries ● + (we cook them in fat!)

Vegetables

- 200g of cooked vegetables ●
- 100g of raw vegetables ●
- 1 small bowl of soup (100 ml) ●

Fruits

- 1 carton of fruit juice (0,2 l) ● ●
- 1 banana ● ●
- 1 grapefruit ● ●
- 1 mountain orange (1 big one) ● ●
- 1 kiwi ●
- 1 small orange ●
- 1 small apple ●
- 1 small pear ●
- 1 peach ●
- 3 tangerines ●
- 3 soupspoons of stewed fruits ●

Dairy products

- 1 big glass of milk ●
- 1 dish of soft white cheese ●
- 1 piece (+/-40 g) of cheese (hard, half-hard or soft) ●
- 3 triangles of cheese spread ●
- 3 "Petits-Gervais" (3x50 g) ●
- 2 yoghurts (2x125 g) ●
- 2 slices of gouda or of any other cheese ●

Meat./Fish/Poultry/Eggs

- 1 portion of meat (100 g) ● ●
- 1 portion of poultry ● ●
- 1 portion of fish ● ●
- 1 portion of ham ● ●
- 2 eggs ● ●

Sweets/Pastries

- Jam/Chocolate spread/ Honey/ "Liege syrup"= apple/pear syrup ●
- 1 glass of coca-cola or lemonade ●
- 1 bar of chocolate ●
- 1 chocolate-flavoured sweet (Bounty, Mars, Leo, ...) ● ●
- 1 biscuit with dry fruits (Grany of Evergreen) ●
- 1 Madeleine ●
- 1 waffle of Liège ●
- 1 chocolate-flavoured biscuit ●
- 4 candies ●
- 3 "Petits-Beurre" or 3 "Boudoirs" (Biscuits) ●
- 2 bags of "Vitabis" or 2 bags of "Betterfood" ●
- 1 ice-cream (150 ml) ●
- 1 croissant or butter bun ●
- 1 pastry ●
- 1 small bag of crisps (30g) ●

A well-balanced meal - A healthy meal (salad)

Related activities St Martin's food. Make a salad with vegetables from the garden.

Age 8-16

Length 90 min.

Belgique

België

Deutschland

Italia

26 enfants max

9 Number of children per facilitator

Transferability to school

yes no **condition**

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Sources of information

<p>Own experience. Cookery books.</p>

Prerequisites

<p>None.</p>

Topics tackled

<p>Balanced meal Well-balanced food. Meatless cooking.</p> <p>Preparing salad The importance of the vitamins for the nutrition. How to prepare a salad, with which ingredients.</p> <p>St Martin's meal Prepare something to eat that is healthy and nourishing with a few food products. Cooking for other people. The importance of "community".</p>

Skills targeted : Know-how

Handling of kitchen utensils.
Buy and assess the quality of food.
Use spices in the right way.
Cut and peel the vegetables.
Be able to use a knife.
Pay attention that nothing burns.
Put the vegetables into the salad (distribute properly).

Behaviour

Prepare food together.
Talk to each other.
Accept something strange.
Come to an agreement.
Ability for cooperation.
Ability for organisation.
Bear routine work.
Listen.

Sense, psycho-motricity

Discover that food 'talks' to the different senses: smell, touch, taste, eyesight.
Develop skills for handling the different ingredients.

Material and documents used

Kitchen utensils.

Well-balanced meal:

salad, herbs, tomatoes, potatoes, cream, curd cheese, butter.

St Martin's meal:

Boscoop apples, marzipan, milk, almonds, potato starch, nuts, vanilla sticks

+ for the punch for the children: fruit tea, oranges, grape juice, cinnamon.

Making salad:

salad, vegetables, ingredients.

Presentation of the activity, development

Well-balanced meal

Wash the ingredients (potato).

Reap herbs.

Bake the potatoes.

Prepare the curd cheese and the salad.

Set and decorate the table.

St Martin's meal

Preparation of the list of the ingredients

Buy the products.

Preparation of the meal.

Lit the fire.

Eat together with the visitors.

Making salad

Talk about the programme in general.

Discussion about what you have to buy, make the shopping list.

Explain the different steps of working.

Reap the ingredients in the garden.

Wash and cut the vegetables, prepare the dressing, mix it with the salad.

Clean everything, set the table and eat together.

Interactions with other activities and prolongations

Visit of a Farm. Visit a market garden.

Potential of the activity given by the facilitator

The children discover the experience of a doing a common activity, preparing food for a community. They have to organize themselves and learn to do something for other people.

Valuation tools of the activity

The mood of the children while they are working and eating. Their questions when shopping and preparing food. The taste of the food they prepared.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 5

Well-balanced meal

The children were enthusiastic. They had fun. There was not much theory, it was about their stomach! There was a good cooperation between the adults and the children. They learnt all the aspects of preparing a meal: reaping vegetables, buying food, cutting vegetables, to measure out the ingredients correctly, to work together (develops their ability for cooperation), to share things etc. Above all, they discovered the contrast between a complete vegetarian meal and the fast food products they usually take (at school or during their leisure time): having access to industrial food prevents them from acquiring basic knowledge about food. At the City Farm they learn by doing, to work autonomously, to follow the assignments, be part of a group... all this in the context of a pedagogical project.

Make a salad

The children should learn how to prepare salads and their ingredients, and the significance of vitamins.

Learn how to use a knife.

Make something collectively.

Accept criticism.

The children learn how to prepare food from practical experience.

Opinion of the children

Number of valuers 3 1

number of children who liked the activity 20

Number of children who liked +/- the activity 3

Number of children who didn't like 0

I learnt to roast apples with marzipan and honey, to cut onions, to peel and press garlic, to cook good food with a few stuff.

I tasted the vanilla sauce, the spices, the tomato with parmesan. I heard many children shouting, fighting for the ingredients. I smelt the garlic, the sweet smell from baking.

What I liked most: when the others liked the food I prepared, to be together while cooking, to hand out the food, to try tomatoes with curd cheese, the prepared food tastes well, eating in a group makes you hungry.

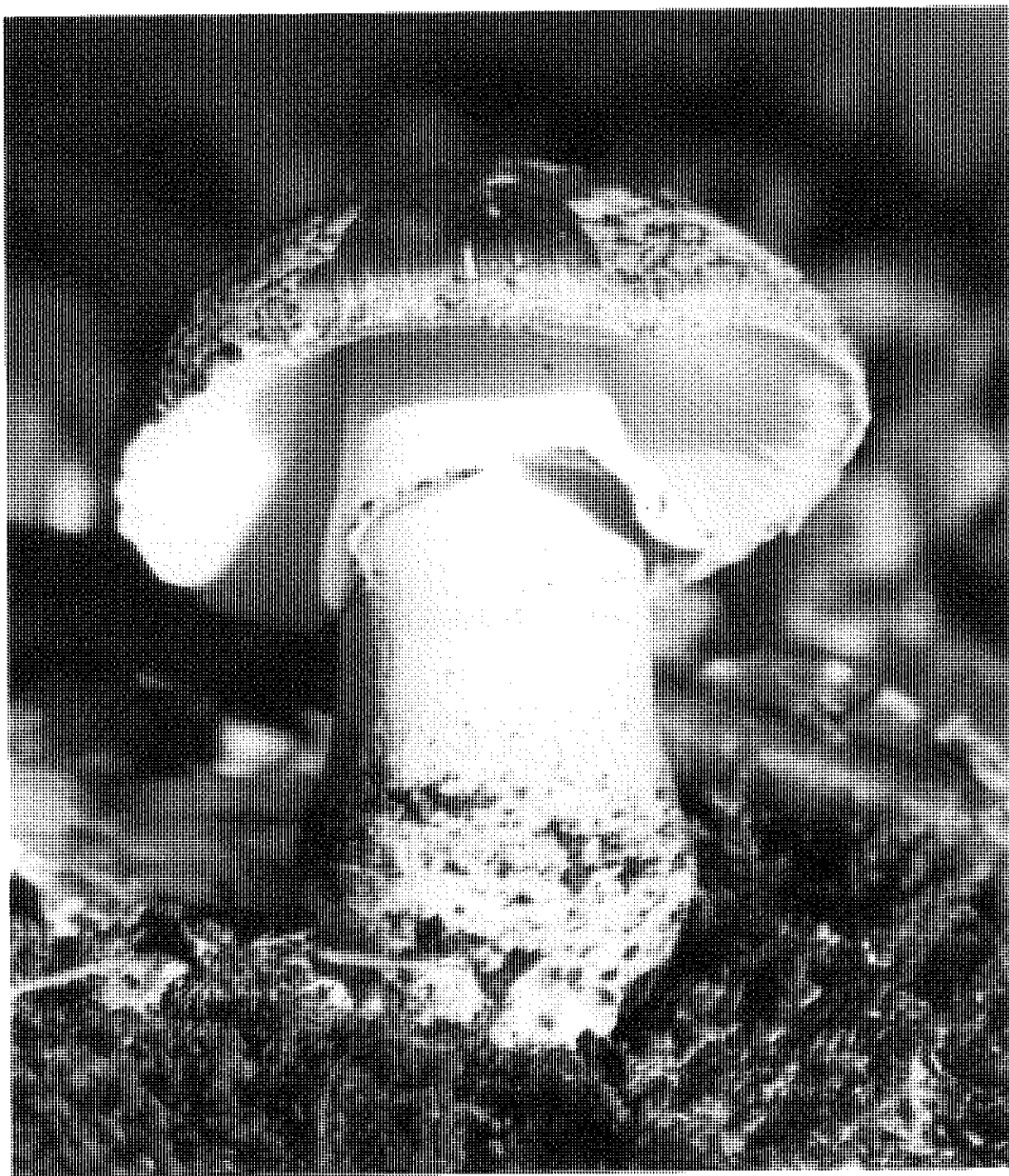
I liked less to wash the salad, to wait until you have something to eat, to do the same thing over and over, the slimy taste of spinach, the shouting of the other children.

At home, I'll make a salad with a lot of herbs, I'll cook with my friends, I'll prepare lentil soup, I'll make vanilla sauce.

The majority (18) of the children like the **way they learn** here: because it's fun, I like it more than to go to the restaurant, I learn something new, I do things with other people.

To stay healthy: I have to eat the right way, to eat a lot of vegetables, to play outside, not to eat too much meat, eat a little bit of everything, not too much fat.

Cooking wild products



Mushrooms

Related activities Determine and see toadstools. Identification of venenous toadstools.

Age 6-14 **Length** 90 min.
? enfants max **8-12 Number of children per facilitator**

- Belgique
- België
- Deutschland
- Italia

Transferability to school yes no **condition**

Bring different types of mushrooms in the class, or have a wood nearby .

Sources of information

"Cosmos, Natur Führer Pilze"
"Flüch welcher Pilze is das"
"Cosmos neuer Pilzkompass"

Prerequisites

None.

Topics tackled

What is a mushroom: how it lives and grows.
Many mushrooms are not edible.
To know and recognise the toadstool.
The right way to work with mushrooms.
Rules for collecting.
How nutritious are mushrooms.
Plants and animals of the wood.

Skills targeted : Know-how

Open your eyes for wood mushrooms.
Find mushrooms.
Collect and cut correctly the mushrooms.

Behaviour

How to behave in the woods.

Sens, psycho-motricity

Walk in the wood. Smell, taste, grope.
Feel the healthy air. Walk and bend.
Clear up your senses.

Interactions with other activities and prolongations

Good, wild growing food (wild herbs, berries, fruits).
Collect, prepare and eat together.
Facilitate the recognition of venomous mushrooms.

Material and documents used

Mushroom guide.
Baskets, knives.
Hike map.
Pictures.
White cardboard.

Presentation of the activity, development

Introduction.
Using the mushroom guide.
Excursion and collecting.
Observe plants and animals of the wood.
Learn to determine mushrooms: the edible and not edible ones.
Take pictures of them.
Eat mushrooms together.

Potential of the activity given by the facilitator

Great enthusiasm of the children when collecting the mushrooms. There was movement, they took pictures. Not all the children like to eat mushrooms.

Valuation tools of the activity

/

Valuation of the activity by the adults

Number of valuers: 0

This presentation helps to prevent poisoning from venomous mushrooms. The children learn to recognize and identify the mushrooms, walk in the woods, and protect the animals and plants.

Opinion of the children

Nb. of valuers: 16

Nb. who liked : 15

+or-: 1

didn't like: 0

I learnt to reap mushrooms, to distinguish them, to recognize toadstools, I smelled the earth, the fresh wood, mushrooms smell very differently. **I tasted** a mushroom omelette. **I liked most:** to make something together, to collect, to find a big mushroom, to find a lot of them, to take pictures, the mushroom omelette. **I liked less** the long and swampy way, to touch the mushroom, to be wet.

The most important thing I learnt is the difference between venomous and edible mushrooms.

At home , I will search mushrooms, make a mushroom omelette. **We like the way we learn here**, it's fun.

To stay healthy, we have to distinguish the venomous mushrooms from the edible ones.

Wild herb salad - nutrition with weeds

Related activities

Age 6-16

Length

30 enfants max

8 Number of children per facilitator

- Belgique
 België
 Deutschland
 Italia

Transferability to school

yes no condition

/

Sources of information

Own experience.
Guide of plants.

Prerequisites

None, apart from having a good capacity of observation.
Rally: know some herbs and plants.

Topics tackled

Many plants are edible.
Recognize poisonous plants.
Survival for children.
Healthy food with weeds and what you can do with them.
Rally: knowledge of the nature, the animals, the environment + identification. How to read a map.

Skills targeted : Know-how

Behaviour

Sens, psycho-motricity

Talk and discuss.
Be able to use a knife.
Weigh the ingredients.
Rally: e able to find the questions by using a map.
Answer the questions related to the environment, the identification of plants and animals.
Learn to cook quenelles of millet with curd cheese.

Develop sensitivity for nature.
Overcome fears.
Realize that no one starves from hunger that quickly.
Accept wild herbs. Learn to listen.
Show perseverance. The children have to learn to think by themselves.

Take notice of the weeds with all the senses (by tasting, smelling..).
Rally: to run, to walk, to climb. For the cooking part, turn in the dough and mould forms.

Interactions with other activities and prolongations

Whole meal kitchen. Use your own ideas. Survival experience for children. Plant herbs. Discover the healing power of plants. **Rally:** visit of a milling museum. Visit of a shop selling biological food (with interview). Visit of a pedagogical farm. Interview of a forester.

Material and documents used

Transport device. Books on wild herbs.
Rally: paper, files, questions, book for the identification, identification keys.
For the cooking: millet, curd cheese, spices, oil, cooking pan.

Presentation of the activity, development

For what are weeds good?
Walk in the meadow: who recognises what? What is edible? What is poisonous?
We collect the young leaves of the plants for the salad.
We raise the children's awareness for the forest and the meadow plants.

Rally

Presentation of the trailing game

group formation. Before launching the game, explanations of the posters with the identification keys.

During the game, the children answer the questions, collect plants, identify herbs, observe the animals, count the toxic plants, pick berries etc.

After the game: examination of the questionnaires, distribution of the prizes.

Preparation of the quenelles of millet and eating together.

Potential of the activity given by the facilitator

The children discover healthy foodstuffs. They try something new and develop a consciousness for plants from the wood and the meadows.

Rally: richfull activity that allows to link the environment, the animals, nutritional education and that gives also the opportunity to do some sport.

Valuation tools of the activity

The collected herbs.

The resulted meal and the culinary success of the children.

Valuation of the activity by the adults

Number of valuers: 2

Sometimes a bit long for the children but the global result is nevertheless good. The children learnt to prepare food, not to depreciate the wild herbs, to observe them. They adopted a positive behaviour in the group. The same group stimulates this type of attitude. This activity develops another consciousness of plants that, in fact grow everywhere and fall almost into oblivion... The children were passionate.

Opinion of the children

Nb. of valuers: 21

Nb. who liked : 14

+or-: 4

didn't like: 3

I learned to make tea, to make wild-herb salad, I learned nothing new, I knew the most.

I tasted dandelions, I smelled grass, I smelled wild herbs in blossom. **I liked most** when we ate unknown things, when I ate the salad. **I liked less** when we had to cut the onions, I was bored, I had to taste something unknown.

The most important thing I learned was that weeds are not only a nuisance for the garden. I learned about herbs to survive.

Back at home I will prepare soup and a salad of wild herbs .

To stay healthy , the right food is important.

Elderberry syrup

Related
activities

Age 6-10

Length 30 min.

2 0 enfants max

5 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

The children have to wear dirty clothes (it is a messy activity).
Enough space and a kitchen have to be available.

Sources of information

Cookbook.

Prerequisites

None.

Topics tackled

Transformation of berries into syrup.
Explanation of different types of berries: some are toxic, other s have an healing effect

Skills targeted : Know-how

To know how to make syrup.

Behaviour

Work safely
Work carefully :the elderberry is a strong colouring product, you have to watch out for stains

Sens, psycho-motricity

Development of taste.
Have a good 'eye-hand' co-ordination for plucking the berries with a fork.

Interactions with other activities and prolongations

/

Material and documents used

Document: cookbook.
Products: elderberries, sugar.
Material: buckets, forks, boiler (not in Aluminium, a pair of scales).

Presentation of the activity, development

The children pluck the berries together.
They wash and rinse several times the berries .
From the berries that are ripe (black ones), they take the stalks off with a fork.
The berries are put in a boiler. The children add the sugar (that they have weighed beforehand).
They let the blend cook till the syrup is ready.

Potential of the activity given by the facilitator

Don't take too quickly medication. Nature can be a source of health.

Valuation tools of the activity

Drinking, tasting the syrup they made themselves.
Writing in the visitor's book

Valuation of the activity by the adults

Number of valuers: 1

This activity was appreciated by the children: all children like to pluck berries... The children have learned about the different types of berries, of the importance of working precisely . Direct contact characterises the City Farm's activities.

Opinion of the children

Nb. of valuers: 8

Nb. who liked : 6

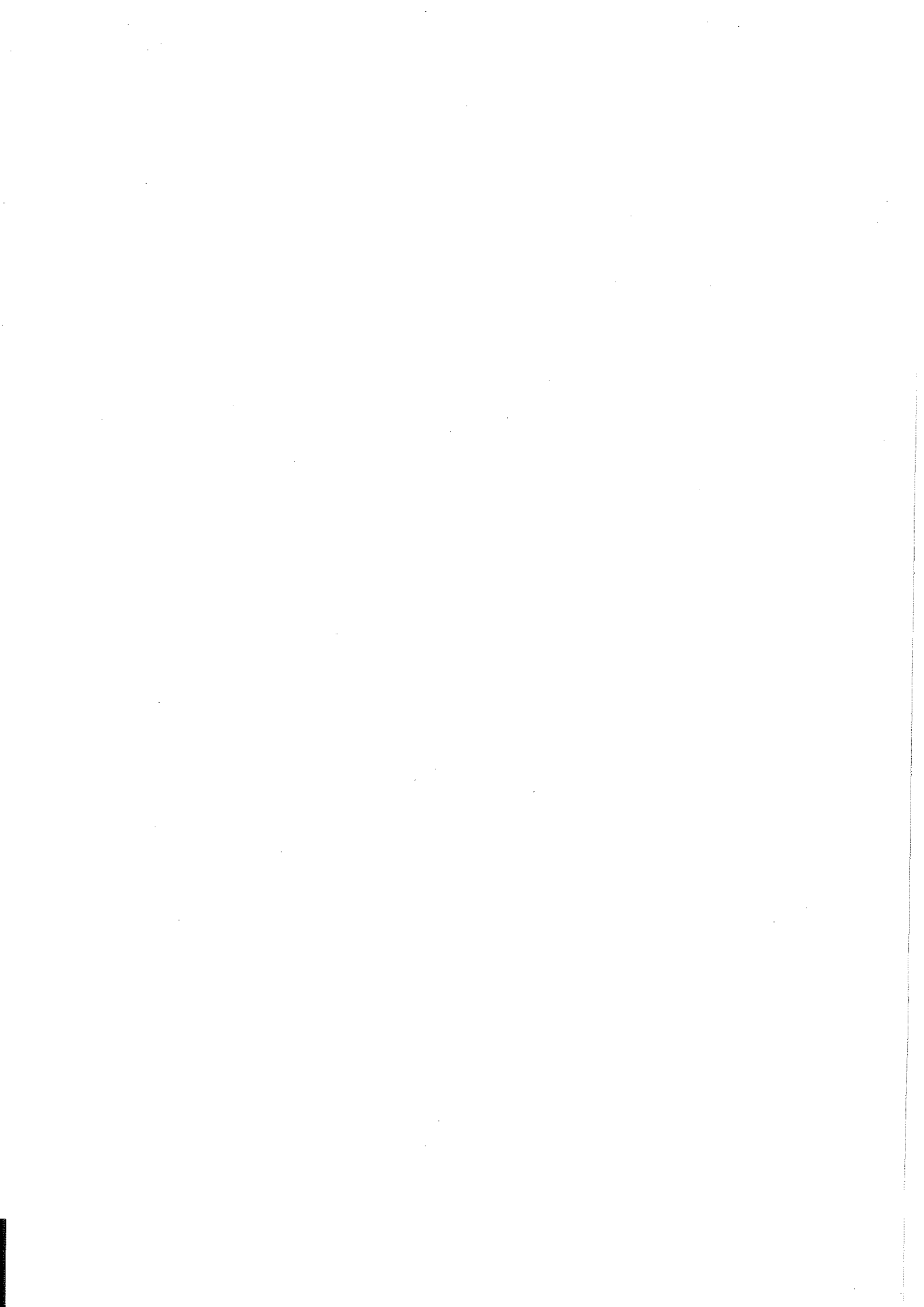
+or-: 2

didn't like: 0

I learned To pick berries, how to make syrup is fun , but none of them liked the **taste** of the syrup: it tastes bad, it's bitter" For the majority , tasting the result was what they **preferred** as well as picking the berries. None of them liked doing the dishes. What was **the most important thing they learnt** : to work carefully (not crushing the berries when picking them) , be clean and of course making syrup.

Back at home: I'll ask my mum to make it home. I'll ask my daddy to plant a berry bush in our garde.

To preserve my health: I eat healthy, I play outdoor, I do sport, I eat good food.



Environment, agriculture, food and health



Organic orchard and its fruits

Related activities

Age 6-14

Length > 120 min.

Belgique

België

Deutschland

Italia

40 enfants max

15 Number of children per facilitator

Transferability to school

yes no condition

/

Sources of information

/

Prerequisites

First elements of botanic and agronomy.

Topics tackled

Locating the agricultural biological farm on a map.
 Plantation and harvest time.
 The animals bred in the farm.
 What is organic production and organic balance.
 Agricultural techniques of growing fruits.
 Respect for the environment and all living creatures.
 To know the insects that are useful for the agriculture (Chrysoperla carnea etc..).

Skills targeted : Know-how

To recognise useful insects.
 Geographical and topographical points.
 To distinguish hedge's useful plants and weeds.
 To pick ripe fruits and to describe their taste.
 To know the working of traps for harmful insects.

Behaviour

Listening.
 Working in group.
 Autonomy.
 Respect for the environment and for the other person.

Sense, psycho-motricity

To taste and to describe the taste of the fruits.

Material and documents used

Map of the farm.
Paper of the agricultural farm.
Adults of the *Chrysoperla carnea*.
Baskets for fruits.
Traps for harmful insects (using pheromones).
The animals of the farm.

Presentation of the activity, development

What is pest control?
What does biological production mean?
Intensive production versus organic (environmentally friendly) production.
How does the environment in a biological farm appear?
Who helps the farmer to fight the harmful insects?
What is the fruit picked up in that month? How is the fruit preserved?
What does it taste?

Interactions with other activities and prolongations

To take care and feed the animals in the farmyard.
Study about the life of useful insects.
Preservation of rural surroundings, of tradition and farmer by trade.
Healthy food with organic food products.

Potential of the activity given by the facilitator

Activity full of contents. The main interest is based on the nourishment with biological fruits and vegetables. Quality and distinction from the other products.

Valuation tools of the activity

Verification at the end of the activity.
Questionnaire given to the teacher.
The impressions of the children are collected: drawings, pictures and suggestions for improving the activity.

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 10

Opinion of the children

Number of valuers 80

number of children
who liked the activity 79

Number of children who
liked +/- the activity 1

Number of children who
didn't like 0

Children of 12 yrs:

Loved to pickup fruits and to taste them (for most of the children this was the first time).

I learned the technics of biological fight.

I ate ripe fruits, I smelt the fruits in the basket, I ate fruits without peeling them, I discovered the biological garden,

I don't like eating fruits

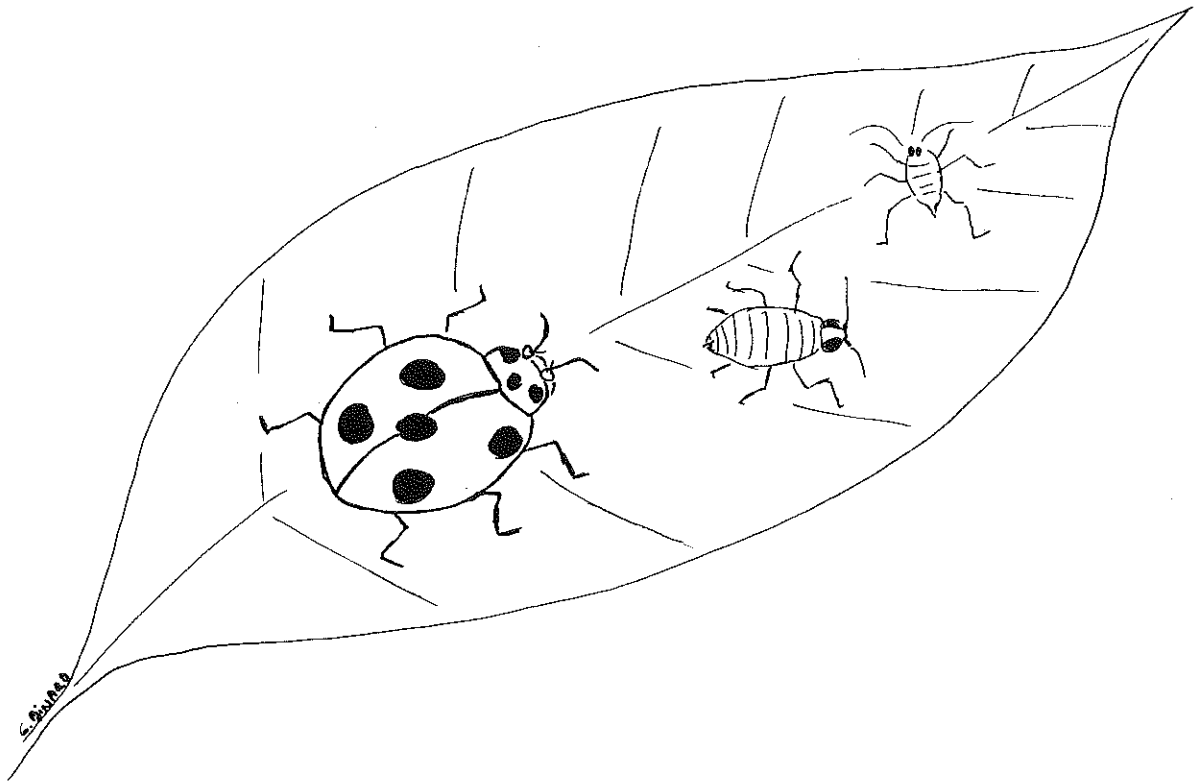
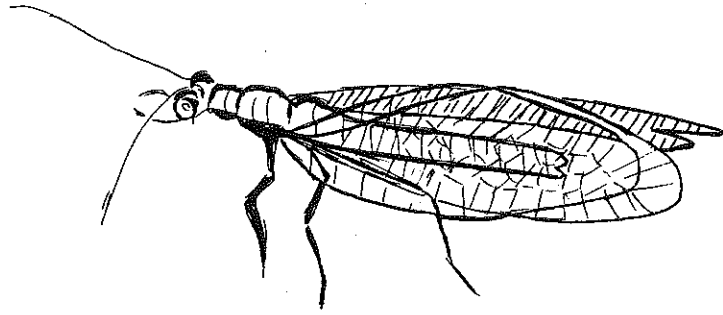
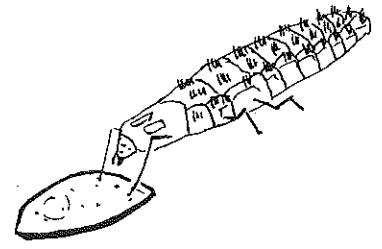
It is important to know the season's fruits, to taste and recognise the taste of the different fruits, to respect the nature.

At home, I will eat healthy fruit without pesticides.

I liked it here, the farmer made a clear explanation of everything.

To preserve my health I should know the nourishment's rules, know the origin of food, eat organic fruits, respect the nature.

Children of 10 yrs: same impressions: "I tasted organic fruits, I learned how to pick up fruits, I will eat organic fruit, it's healthy, I will listen to the suggestions of adults.



Water, source of life: food and pollution

Related activities

Age 8-12

Length 45 min.

25 enfants max

20 Number of children per facilitator

- Belgique
- België
- Deutschland
- Italia

Transferability to school

yes no condition

Sources of information

Prerequisites

If possible the cycle of the water - food relations. If possible the needs of the plant (photosynthesis). Visit of cultivations (vegetable garden, field) of the farm. Animal needs. Milking of the cow and of the other animals.

Topics tackled

The child becomes aware of the importance of water for him, for the animals and the plants. Link between the need for water and thirst. Water is the most important food in terms of quantity absorbed and is one of the needs that have to be satisfied first. Quality is important (clean freshwater, lightly mineralised). Other needs of plants: the minerals (fertiliser), the air, the sun (see photosynthesis). Location in space of these resources. Vegetable plants and big crops are the basis of our food.

The threats that affect the quality of water: when coming in contact with the polluted air or soil, water takes on pollutants because it is a solvent ("an element that easily accepts the others and dissolves them").

Solutions: sort out chemical waste, reduce the consumption of fossil energy (heating, transport, lighting). The notion of water cycle, of food chain, of system, of the soil-plant relation. Establish the link between the quality of the environment, the food and the health.

Skills targeted : Know-how

Recall what we absorb as food.
 Recall what we have observed when visiting the farm, the vegetable garden. Drink sufficiently.
 Act in order to avoid waste and water pollution.
 Put elements in relation with each other.
 Inform yourself before acting in order to make the right choice.

Behaviour

Develop the critical mind and its reflex of analysis.
 Become cautious, ask yourself questions, become respectful of water.
 Feel responsible of the quality of your environment.

Sense, psycho-motricity

Be able to analyse the drawings on the panels.

Material and documents used

Drawing of a tree and the elements (removable) that it uses to feed itself.
A poster illustrating the possible sources of water pollution in the environment.
A drawing (3m x1,6m) of a farm, of the countryside and the city, showing the elements of the water cycle, the cycle of matter in the farm, the sorting out of waste.
A sheet of paper, a pencil and a plank per child.

Presentation of the activity, development

Water, source of life: water and the animals.

"What thing do you think you swallow the most, absorb the most?" The children write each on their paper, then the facilitator questions each child. The answers are discussed in groups. What would we feel if we would be deprived of any food? What quantity of water do we have to drink? Are we allowed to drink any type of water? Who also needs water? "

Water and the plants

Apart from water, what do the plants need? On this panel where can we replace water, the air, the mineral salts, the sun? Which edible plants have you seen today? Among the mentioned plants, which one isn't eaten by the human being? How much water does a cow have to drink daily?

Water and pollution: closed system- interactions city - countryside.

Are there threats on the quality of water? What are the sources of pollution: in general and at home? What can we do at home to avoid to pollute? Where do the things go that we throw away in the sink? What happens with the pollutants that are dissolved in the water of the soil? What are the consequences on our food? When observing the landscape, what do you spot in general? (elements of the farm, elements of the city). Can you find things that are produced in the farm and that will serve as fertiliser, as food for the plants (manure, compost). When observing the panel, redo the synthesis. What lessons can be drawn from the fact that we've become aware that we unconsciously pollute elements that are vital for us? Answer: ask ourselves questions, get information, then adapt our behaviour.

Interactions with other activities and prolongations

The water cycle. The photosynthesis. What are our other vital needs.

Potential of the activity given by the facilitator

This activity is an activity of synthesis. It has its place only after the activities mentioned in the prerequisites. This activity allows to integrate notions that have been practically perceived and imagined in order to construct the notion of system. It is in this system that the child will be able to situate and understand the relation existing between himself and the environment but also between the quality of the environment, food and health.

Valuation tools of the activity

Valuation of the activity

by the teachers (or City farmers in Germany)

Number of valuers: 1

Possible developments: language,mathematics, geography, health education environmental education, citizenship.

Opinion of the children

Number of valuers 8

number of children who liked the activity 3

Number of children who liked +/- the activity 5

Number of children who didn't like 0

I have learnt that we have to try not pollute.

I preferred to observe the panels to find the sources of pollution.

I liked less when a question was asked.

It is important to learn not to pollute at home, to put the batteries in the garbage.

At home, I will try to explain some things to my mum and dad .

I liked the City Farm method because it was a game, because I understood everything.

To preserve my health I have to: drink a lot, protect the nature (for the air, for the food), I have to feed myself correctly .

GLOBAL RESULTS OF THE SURVEY and EVALUATIONS OF THE ACTIVITIES BY THE ADULTS

1. Global results

Participation of the City Farms in Germany, Belgium and Italy.

2. Evaluation of the activities by the adults

- 2.1. Characteristics of the target public
- 2.2. Satisfaction concerning the activity
 - 2.2.1. Degree of satisfaction of the teachers
 - 2.2.2. Justification of the satisfaction
- 2.3. Participation of the children in terms of knowledge, know-how and behaviour
- 2.4. Types of participation of the children in terms of knowledge and know-how
- 2.5. Types of participation of the children in terms of behaviour
- 2.6. Search for information / projects in nutritional education after the activity
- 2.7. Development of the activity in the classroom
 - 2.7.1. Possibility of development
 - 2.7.2. Fields (schoolbranches) of development
- 2.8. Wishes for other types of activities at the City Farm.
- 2.9. Specific contribution of the City Farm to nutritional education
- 2.10. Contribution to the nutritional education following the type of activity

1. GLOBAL RESULTS :

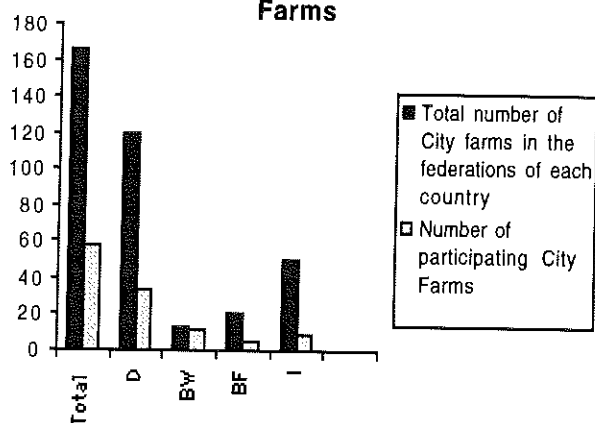
Participation of the City Farms from Germany, Belgium and Italy

The following abbreviations are used for naming the different countries in the tables:

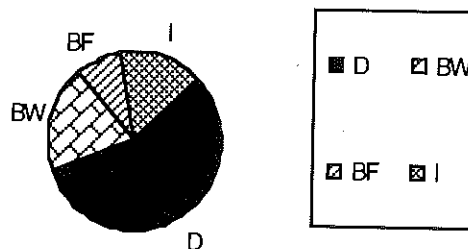
D : Deutschland, It: Italy, B: Belgium (when appropriate BW: Belgium Walloon and BF: Belgium Flanders).

	D	BW	BF	I	Total
Total number of City Farms / national federation	120	13	20	50	203
Total number of participating City Farms	33-27,5%	11-85,6%	5 - 25%	9 -18%	58-28,6

Total number of City Farms compared to the number of participating City Farms



Number of Participating City Farms in each country



The percentage of City farms that participated

27 % for the "Bund der JugendFarmen und Aktivspielplätzen of Germany" (D), 86% for the "Fédération belge francophone des fermes d'animations" of the french community of Belgium (BW), 25% for the "Federatie van Jeugd- kind en Gezinsboerderijen" of the flemish community of Belgium (BF) and 18% of the Italian City Farms (but 80% of the City Farms working with the "Osservatorio Agroambientale" of Cezena in Italy).

In some regions the obtained percentage is rather small. In Germany, the federation groups mixed entities (City Farms and adventure playgrounds) as well as separate entities (either only City Farm or only adventure playground). In Italy, since there is no national federation yet, it was not possible to reach all the different city farms. We worked with the organism of the "Osservatorio Agroambientale" who works with a group of farms of the region of Cezena: the amount of participation of farms from that group scores to 80%. The percentages obtained per country are thus not to comparable but rather to be seen in function of each countries' characteristic.

Other factors can influence the results obtained, like the difference in structure and communication. These are linked with the size of the federation and with the means used to communicate the project to other City Farms members: correspondence or meetings, the presence or the absence during the meetings of a well-informed communicator convinced of the importance of the project to be carried out, the follow-up (phone, fax, e-mail). Each level of organisation has to analyse and focus the points that could be improved.

Given the total number of farms having participated to the enquiry, all these results are only representative of the surveyed farms and can't be extrapolated to all the City farms of Germany, and Italy, apart from the City farms of the french Community of Belgium. Therefore, the results will as much as possible be shown in absolute value (number of answers). The relative value (percentages) will be used to establish comparisons (cumulated histograms).

Number of activities carried out and described -Number of survey forms collected

In the following table the percentage of the activities carried out (number of collected survey forms) has been calculated in function of the number of survey forms set at the beginning of the enquiry (10 per City Farm).

	D	BW	BF	I	Total
Number of activities carried out and described (=number of collected survey forms)	115 34,8%	83 75,45%	39 78%	90 100%	327

The **Percentage of collected survey forms** are 35% for Germany, 75% for BW, 78 % for BF and 100% for I: these percentages are quite satisfactory. Again the relative small number of activities in Germany can be explained. Indeed, the German City Farms welcome children of the neighbourhood during their leisure time. They cannot carry out the same activity several times because most of the time the same children come almost every day to the City Farm. The other countries welcome children more often in the school context: different children come each day or each week, this allows the City farm to carry out and assess identical activities several times.

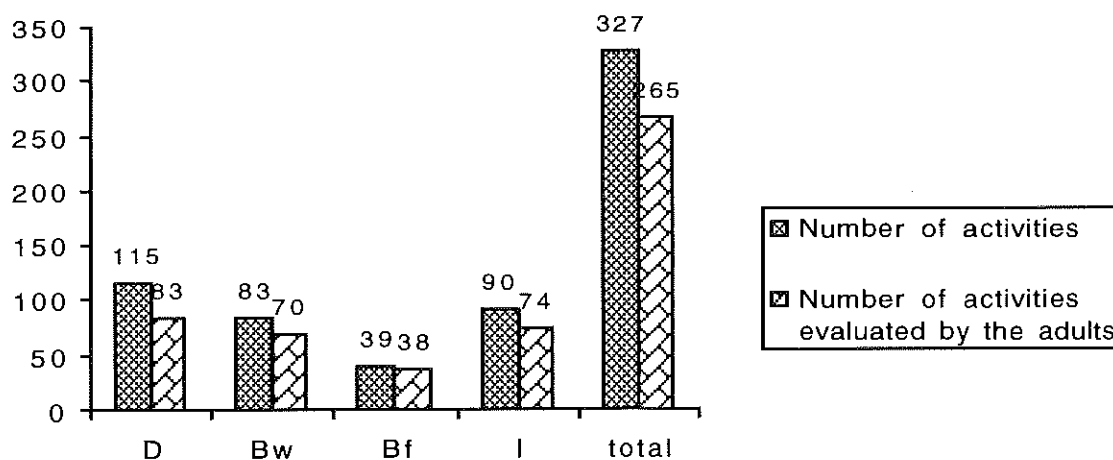
Number of adults assessments collected

The percentage of assessment questionnaires corresponds to the ratio between the number of assessed activities (number of filled in survey forms "assessment of the activity by the teacher") and the total number of activities carried out (description survey form).

	D	BW	BF	I	Total
Number of activities assessed by the adults	83 - 72,1%	70 - 84,3%	38 - 97,4%	74 - 82,2%	265

Again, the results obtained are quite high, taking into account that the conditions of carrying out the survey were not easy (due to lack of time, some survey forms couldn't be filled in the same day): 72% for Germany, 84% for BW, 97% for BF, 82% for Italy. It possibly shows the motivation of the adults for nutritional education. The high amount of response of the adults allows us to rely on the results obtained.

Number of described activities compared to the number of activities evaluated by the adults



Diversity of the activities

Total number of activities by country	D=115	BW=83	BF=39	I=90	Total
Number of different activities per country	30 (26%)	27 (32%)	12 (31%)	9 (10%)	
Total number of different activities for the 3 countries					46 grouped in 37 similar activities

2. Evaluation of the activities by the adults

(belgian and italian teachers, german City farmers)

The results given hereafter are issued from the processing of the assessment sheets filled out by the adults : they had to answer to 9 questions. An identification sheet for the respondent was also given to determine their profile. Among the 9 questions some were open questions. This option, although more difficult to process, was taken to avoid to dodge the issue.

From the 327 activities that were carried out, 265 have been assessed by the adults. The following results are based on these 265 questionnaires and take into account all categories of activities, except for point 10 where the results are presented by category of activity.

Preliminary remarks

Since the City Farms in Germany welcome the children only during their leisure time, there are no german teachers present with their classes like in the other countries. This situation offers some advantages on the educational point of view, because the children come there regularly on a volunteer basis.

For this reason and also because their potential of creativity is important, we found it interesting to include the Germany City Farmers and have collected the opinion of City farmers taken in the broad sense (educators, social pedagogue, social assistant).

Amongst the criteria used to establish the enquiry, it had been decided to consider only the opinion of people showing an interest for health education. Only a small minority of adults declared never having done health education. The questionnaire showed however their interest and motivation to search for documentation or to start a project in nutritional education with their class. It seems justified to consider those persons for the assessment of the activities.

The results obtained are thus based on the total amount of survey forms collected with a rate of 81% of adult's assessments (265/327).

58 City Farms in total participated to the enquiry which corresponds to a rate of response of 35% or 28,6% if we consider the 50 City farms existing for Italy, instead of the 13 Farms of Emilia-Romagna.

2.1. Characteristics of the target public

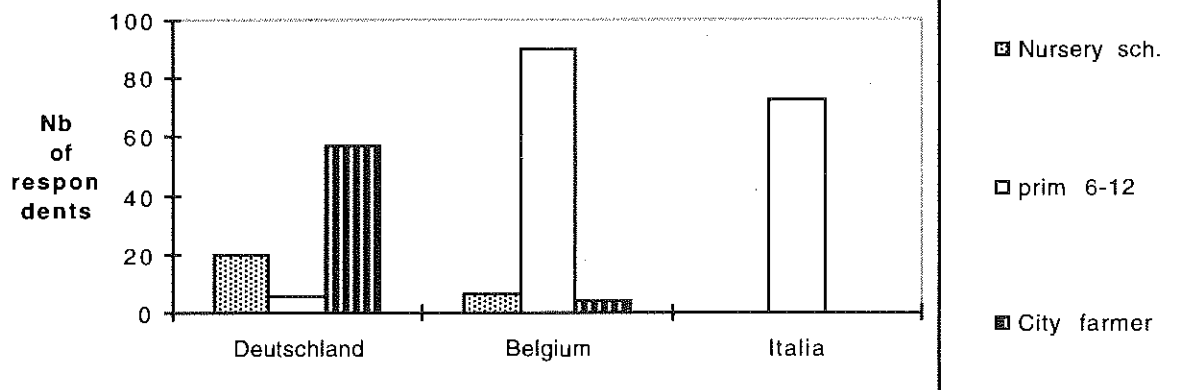
2.1.1. Profile of the persons interrogated in each country

Profile of the respondents	D	B	It
Teacher in nursery school	20	7	0
Teacher of the primary school (children of the age of 6 to 12)	6	90	73
City farmer (educator, social pedagogue)	57	4	0
No response	0	7	1
Total of respondents	83	108	74

Breakdown for the primary school

Profile of the respondents	D	B	It
Teacher of the primary school (children of the age of 6 to 8)	1	39	15
Teacher of the primary school (children of the age of 8 to 10)	2	32	51
Teacher of the primary school (children of the age of 10 to 12)	2	18	7
Special teaching	1	1	0
Total of the respondents for each country	83	108	74

Profile of the respondents per country



We see that in Germany, the majority of the respondents are City Farmers sense (educators, social-pedagogues, social workers), and in Italy and Belgium, teachers.

Henceforth, when we talk about “the adults”, we have to keep in mind that this term covers two different profiles : either teachers (for Italy and Belgium) or City Farmers (for Germany).

On the chart we notice the following differences between the countries: in Belgium and Italy we have mainly teachers of the primary school, with a majority in the age group 8-10 for Italy and a more even distribution among the different age groups for Belgium. In the case of Germany, we see the predominance of City Farmers but this profile isn't representative of the children coming to the City Farm. For this country there is no specific age group represented since children of all age are free to come (generally the ages range from 6 to 14 years).

The majority of teachers with children of the age group 6-8 and 8-10 are from Belgium and Italy. Children from the nursery -age are mostly represented in Germany (due probably to the more “open structure” of the adventure-playgrounds).

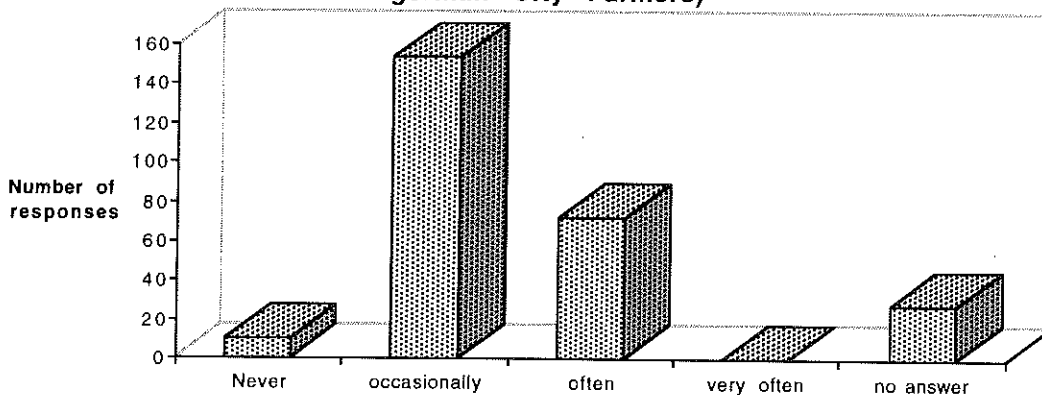
2.1.2. Practice of health education by the adults

From the 256 adults that filled in the assessment sheet on the activity, the answers to the question "Do you conduct educational activities on health?" are distributed as follows in the table:

Do you conduct educational activities on health?

Never	Occasionally	Often	Very often	No answer
11	153	72	1	28

Practice of health education (italian en belgian teachers, german City Farmers)



Total number of respondents= 265

The majority of adults answering the survey forms has already conducted an activity on health, 58% occasionally, 27% often. We notice a population that shows an interest for and could possibly intensify its activities in nutritional education.

2.1.3. Socio-economic characteristics of the group of children questioned

We received almost no answers to the two questions concerning this topic: only 20 % of the adults answered to the question "what is the proportion of children whose parents don't speak the usual language", and only 46% gave the proportion of socio-economically deprived families. Given the small amount of responses, it is not useful to present them. We could ask ourselves if, it is due to discretion or to a lack of information, that the persons didn't answer.

2.2. Degree of satisfaction after the activities for all the activities evaluated in the 3 countries

2.2.1. Does the activity correspond to your expectations?

The results obtained in the following table concern all the assessed activities(=256).

The line of the "yes" gives per country the number of persons that found that the activity met their expectations.

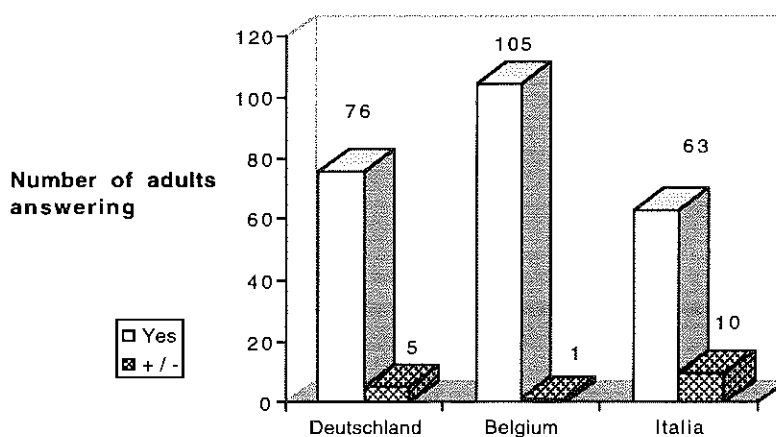
The line of the "+/-" gives, per country, the number of persons that found that the activity met +/- their expectations.

The line of the "no" gives, per country, the number of persons that found that the activity didn't meet their expectations.

The data are the data given in absolute value and in relative value, that is to say the number of "yes", of "no" or of "+/-" divided by the total amount of respondent per considered country.

Does the activity correspond to your expectations?	Deutschland	Belgium	Italia
Yes	76-91,5%	105-97,2%	63-85,2 %
+/-	5-6,0 %	1-0,9%	10-13,5 %
No	0	0	0
No answer	2-2,4%	2-1,9%	1-1,35 %
Total number of respondents	83	108	74

Does the activity correspond to your expectations?



The majority of the educators (s.l.) are satisfied by the activities.

We have a rate of positive answers of 97% for the Belgian teachers, 85% for the Italian teachers and 92% for the German City farmers satisfied by the activities they attended.

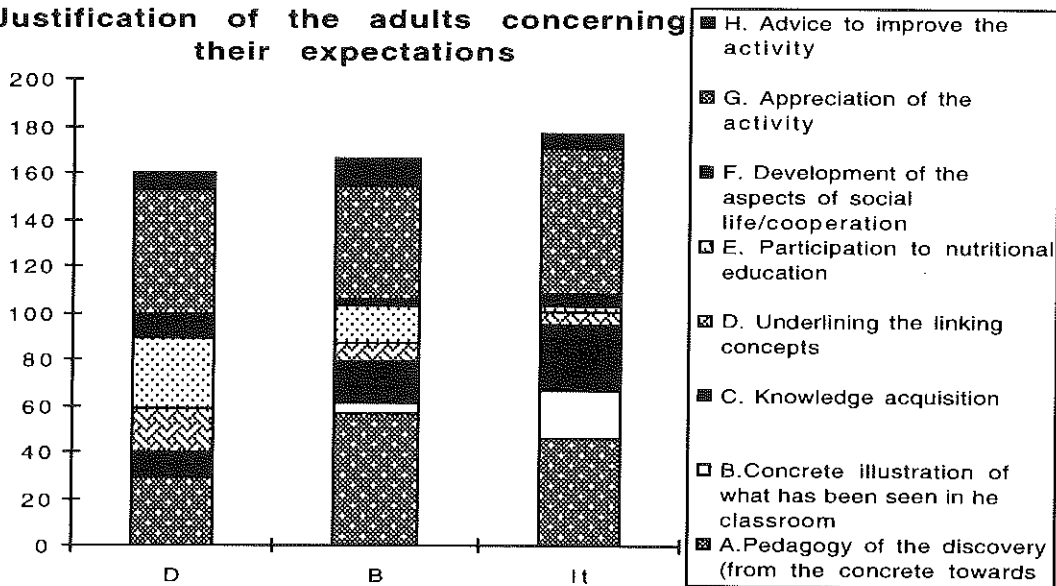
2.2.2. Justification of the satisfaction of the expectations for all the activities evaluated in the 3 countries

The respondents had to justify their satisfaction or dissatisfaction : they gave sometimes several types of justification. The percentages have been calculated by dividing the number of opinions of one type (A for example) by the total of the respondents for each country.

Absolute value and relative values in %

Justification of the answers (open question)	D	B	It
A. Use of a pedagogy of discovery that goes from the concrete towards the abstract	24-28,9 %	62-57,0 %	34-46,0 %
B. Illustration of what has been seen in the classroom with concrete elements	1-1,2 %	5-4,6 %	15-20,3 %
C. Acquisition of knowledge	8-9,6 %	19-17,6 %	21-28,4 %
D. Underlining the linking concepts	16-19,3 %	9-8,3 %	4-5,4 %
E. Contribution to nutritional education	25-30,1 %	17-15,7 %	2-2,7 %
F. Development of the social link and of cooperative aspects	9 10,8 %	3 2,8 %	4 5,4 %
G. Positive appreciation on the activity and its conditions	44-53,0 %	53-49,1 %	46-62,1 %
H. Advice to improve the conditions of the activity	6-7,2 %	12-11,1 %	5-6,76 %
Total respondents in each country	83	108	74

Justification of the adults concerning their expectations



The educators are satisfied by the activities in the three countries. The criteria of satisfaction are different.

In the three countries we see a majority of people satisfied because the activity is based on a concrete experience and because the conditions in which it took place were good.

The fact that the activity contributes to the nutritional education of the children scores the highest in Germany with 30%, followed by Belgium with 16%, and finally Italy with a small 3%.

A little number justifies the fact that the children acquired some knowledge : this is more stressed in Italy with 28% than in Belgium (18%) and even less on Germany (10%).

The underlining of linking concepts are relatively more cited by the Germans (19%) than by the Belgians (8%) or the Italians (5%). The fact that the activity illustrates what has been seen previously in the classroom appears more important for the Italian teachers (20%) than for the Belgian ones (5%). The visit to the City Farm seems to involve more preparation in Italy than in Belgium.

Coherently the Germans score only 1% for this justification: they don't function with schools. Each country gives a minimum of advice to improve the activity. In Germany, we note a higher proportion of adults being satisfied because of the development of the social link and cooperative aspects of the child. Those values are clearly defined as a basic objective in the german system of City Farms: it is thus consistent with the data obtained for this country (11% for Germany compared to 8% for Belgium and 5% for Italy).

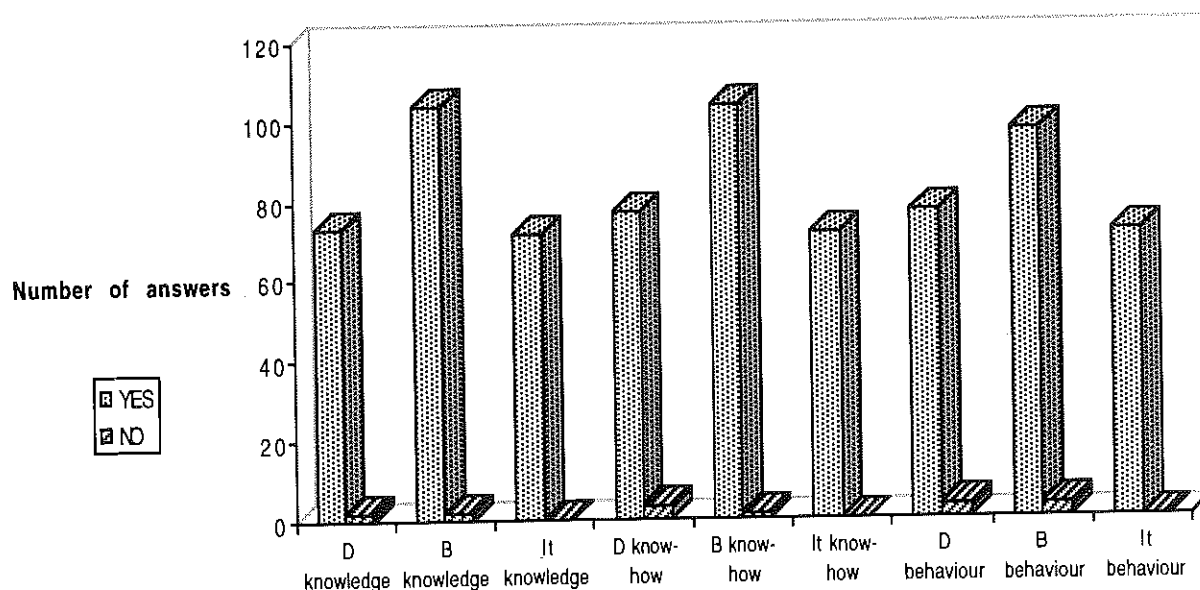
2.3. Participation of the children in terms of knowledge, know-how and behaviour for all the activities evaluated in the 3 countries

The persons had to answer "yes" or "no" to the following questions:
 Did the children take part in the activity in terms of construction of knowledge? Justify.
 Did the children take part in the activity in terms of acquisition of know-how? Justify.
 Did the children take part in the activity in terms of adoption of a behaviour? Justify..

The data corresponding to the first part of the question are given in the following table in absolute value. The justifications are shown in another table.

Absolute values	Knowledge			Know-how			Behaviour		
Participation of the children	D	B	It	D	B	It	D	B	It
Yes	73	104	72	77	104	72	77	97	72
No	2	2	0	3	1	0	3	3	0
No answer	8	2	2	3	3	2	3	8	2
Total respondents	83	108	74	83	108	74	83	108	74

Opinion of the adults (per country) on the participation of the children in terms of knowledge, know-how, behaviour



We notice that for the majority of the adults the children have participated as well in terms of knowledge, as know-how or behaviour.

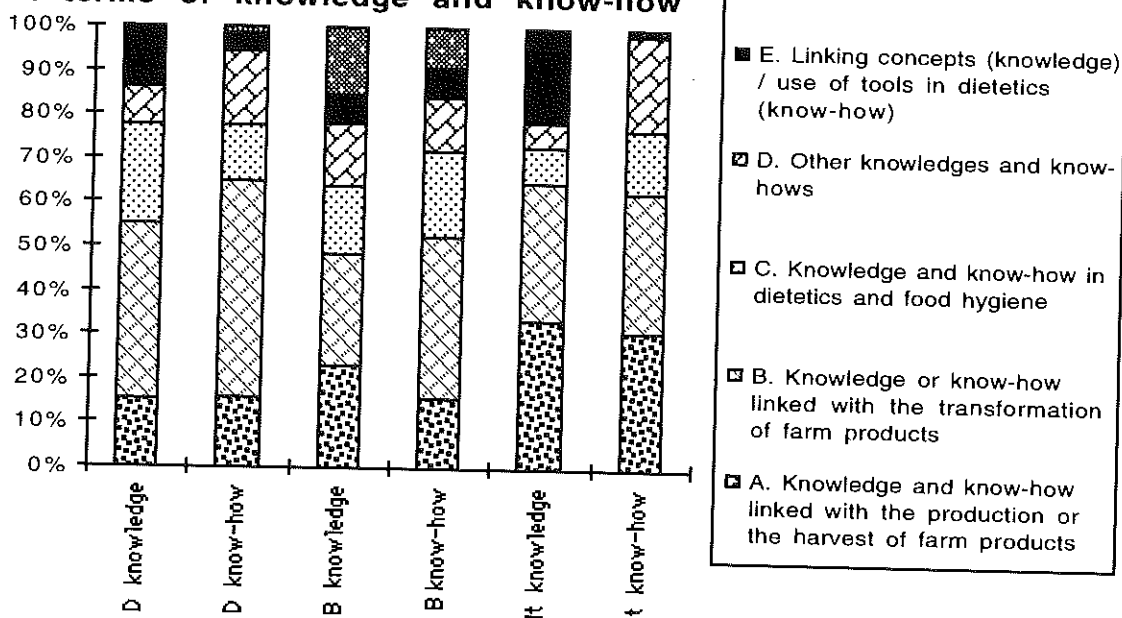
2.4 Types of participation of the children in terms of acquisition of knowledge and know-how for all the activities in the 3 countries

The data obtained from the analysis of the response to this open question were grouped in 6 categories of responses. The percentages were calculated by dividing the number of opinions relating to a type of participation (A for example) by the total of the respondents of each country.

Number of meanings per category in absolute value and in relative value (%)

Did the children participate in term of acquisition of knowledge, know-how, behaviour?	D knowledge	D know-how	B knowledge	B know-how	It knowledge	It know-how
A. Knowledge or know-how linked to production or to the harvest of farm products	20 24,0 %	20 24,0 %	32 29,6 %	19 17,6 %	55 74,3 %	39 52,7 %
B. Knowledge or know-how linked to the transformation of farm products	51 61,4 %	61 73,4 %	35 32,4 %	45 41,6 %	50 67,6 %	40 54,0 %
C. Knowledge or know-how in dietetics or food hygiene	29 35,0 %	16 19,3 %	21 19,4 %	24 22,2 %	13 17,6 %	18 24,3 %
D. Other knowledge or know-how	11 13,3 %	21 25,3 %	20 18,5 %	15 13,9 %	9 12,2 %	27 36,5 %
E. Linking concepts/ <i>use of tools to acquire knowledge in dietetics</i>	18 21,7 %	5 6,0 %	9 8,3 %	8 7,4 %	35 47,3 %	1 1,4 %
F. Positive appreciation of the activity and its conditions	0	2 2,4 %	21 19,4 %	11 10,2 %	0	1 1,4 %
Total respondents in each country	83	83	108	108	74	74

Opinion of the adults on the participation of the children in terms of knowledge and know-how



We notice that for more than the half of the children the acquisition of knowledge or know-how are linked to the production or the transformation of farm products. Italy scores the highest in terms of acquisition of knowledge in relation with production and harvesting aspects (74%). Acquisition of knowledge on dietetics and food hygiene is cited for 35% of the Germans, compared to 19% of the Belgians and 18% of the Italians.

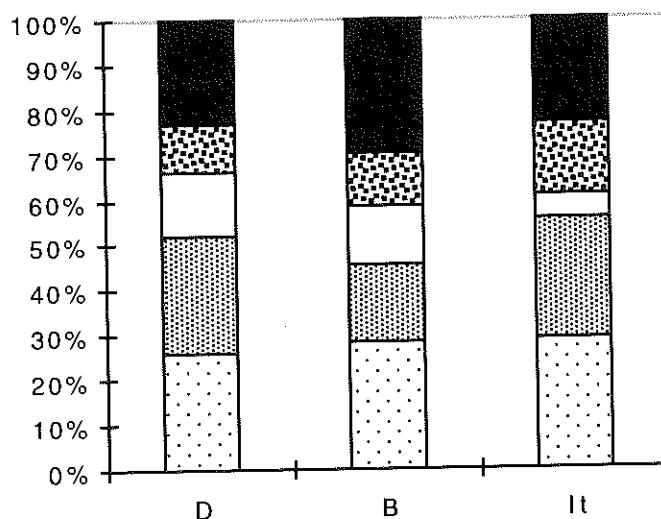
More Italian children (47%) seem to acquire knowledge on linking concepts than the Germans (21%) and surely the Belgians (8%). Finally, we notice that very few children seem to use tools to acquire some knowledge in dietetics: 6% for Germany, 7% for Belgium and 1% for Italy.

2.5 Types of participation in terms of behaviour for all the activities evaluated .

in absolute value - in relative value (number of opinions of the same category/ number of respondents x100).

The children participated in terms of behaviour because	D	B	It
A. Development of personal qualities (patience, respect instructions/contract, perseverance, self confidence)	42-50,6	40-37,0	41-55,4
B. Development of the social behaviour	42-50,6	24-22,2	38-51,35
C. Development of senses	22-26,5	18-16,7	8-10,8
D. Development of the link with the environment and the respect of the earth	17-20,5	17-15,7	22-30,0
E. Development of attitudes: critical mind, autonomy, participation, responsibility for one's health	37-44,6	41-38,0	33-44,6
Total respondents in each country	83	108	74

Opinion of the adults on the participation of the children in terms of behaviour



- E. Develop a critical mind, become autonomous, participating, responsible for his health
- ▣ D. Develop the link with the environment and the respect of the earth
- C. Develop the senses
- ▤ B. Develop the social sense
- ▧ A. Become patient, respectful of instructions/contract, perseverant, self-confident, generous

In Germany, the development of personal qualities (have patience, generosity, respect instruction, build self-confidence) and the development of the social behaviour comes first (51% for both). Then 45% for the development of attitudes (critical mind etc.) followed by the development of senses (27%). The link with the earth and the respect for the environment comes last with 21%.

In Belgium, the development of attitudes are more cited (38% of the answers) with the development of personal qualities (37%). The social aspects intervenes for 22%, the development of senses for 17% and finally the environmental aspects come at the end with 16%.

In Italy, like in Germany, it is also the personal qualities that are first cited first (55%) as well as the development of the social behaviour (51%). The development of attitudes follows with 45%. The development of the senses scores only 11% whereas the link with the environment gathers 30% of the opinions.

Comparison between the three countries

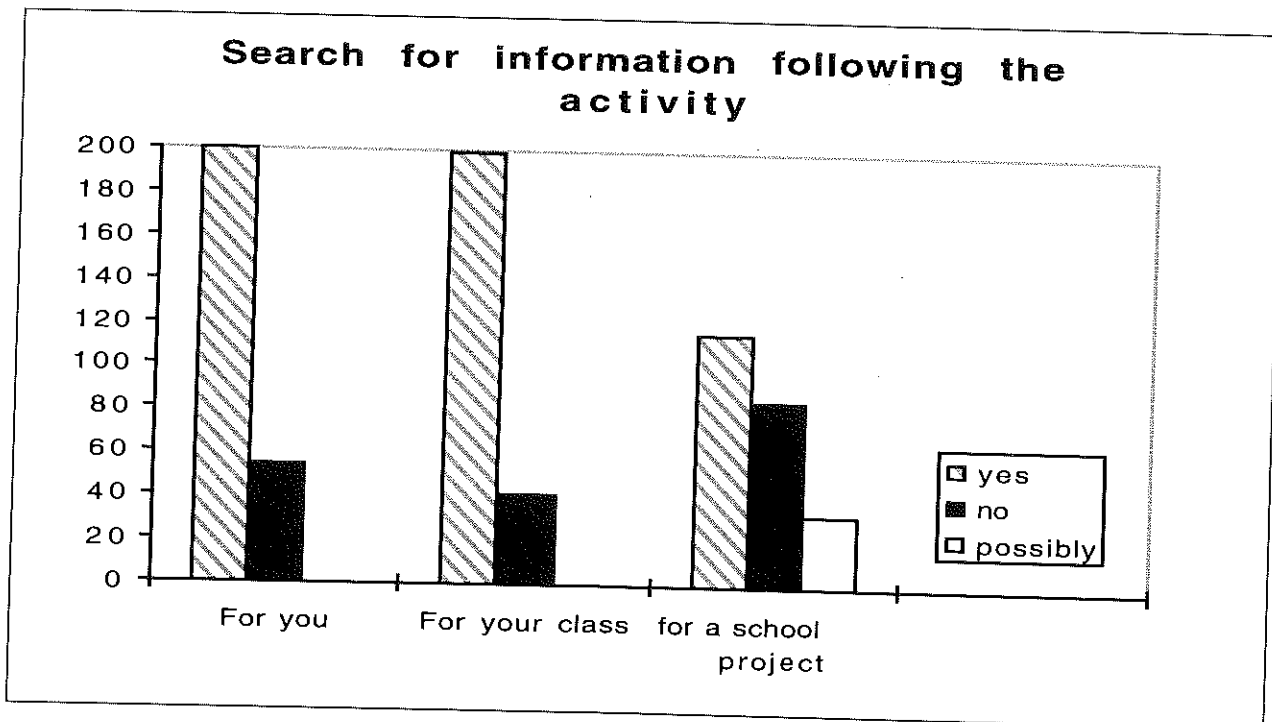
We obtain almost the same score in the three countries for the development of attitudes (education towards autonomy), ranging from 38% to 45%. The development of personal qualities and of the social behaviour are cited afterwards with Belgium scoring lower for both compared to its counterparts. Concerning the two last criteria, there are more Germans that evoke the development of the senses whereas the Italian come first for the respect of the environment.

2.6. Does the activity incitate you to research more information?

The data give the number of persons (for all countries and all activities) that answered "yes", "no" or "possibly" to the following questions:

- 1) After this activity, do you want to research more information for yourself?
- 2) After this activity, do you want to research more information for your class?
- 3) After this activity, do you want to research more information to start up a school project?

After this activity, do you want to research more information	for yourself?	for your class?	for a school project?
Yes	200	199	116
No	55	41	85
Possibly			33
No answer	10	25	31



Figures given for all three countries
Number of respondent: 265

For the three countries we notice that, after the activity, a great majority of adults are ready to research more information on nutritional education for themselves or for their class.

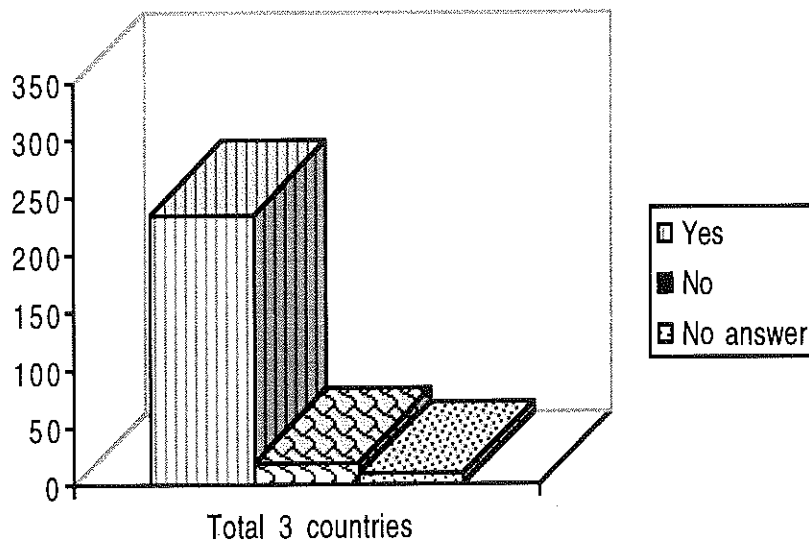
To start a school project, the number diminishes: this can partly be explained to the fact that not all the respondents are teachers and maybe also that it involves a real commitment of the whole school.

2.7. Development of the activity

2.7.1. Possibility of development

Can the activities be developed at school?	Total (3 countries)
Yes	236
No	20
No answer	9

Opinion of the adults concerning the possibilities of developing the activity at school

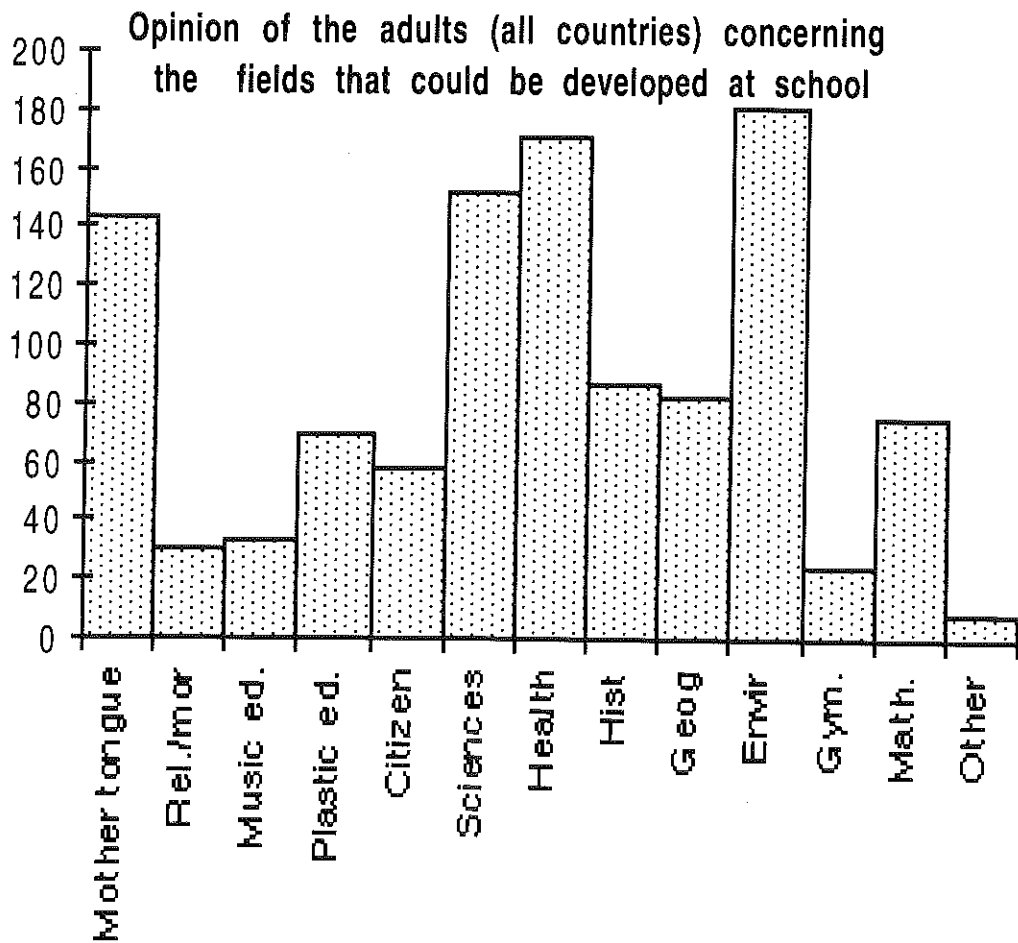


For the three countries, we see that according to a great majority of adults, the activity could be further developed at school.

2.7.2. School fields where the activities could be developed

Figures given for the 3 countries and for all the activities

Further development in	Total 3 countries
Mother tongue	143
Religion/Moral	30
Music education	34
Modelling	69
Citizenship education	58
Sciences	152
Health education	171
History	87
Geography	82
Environmental education	181
Gymnastics	25
Mathematics	75
Other	8

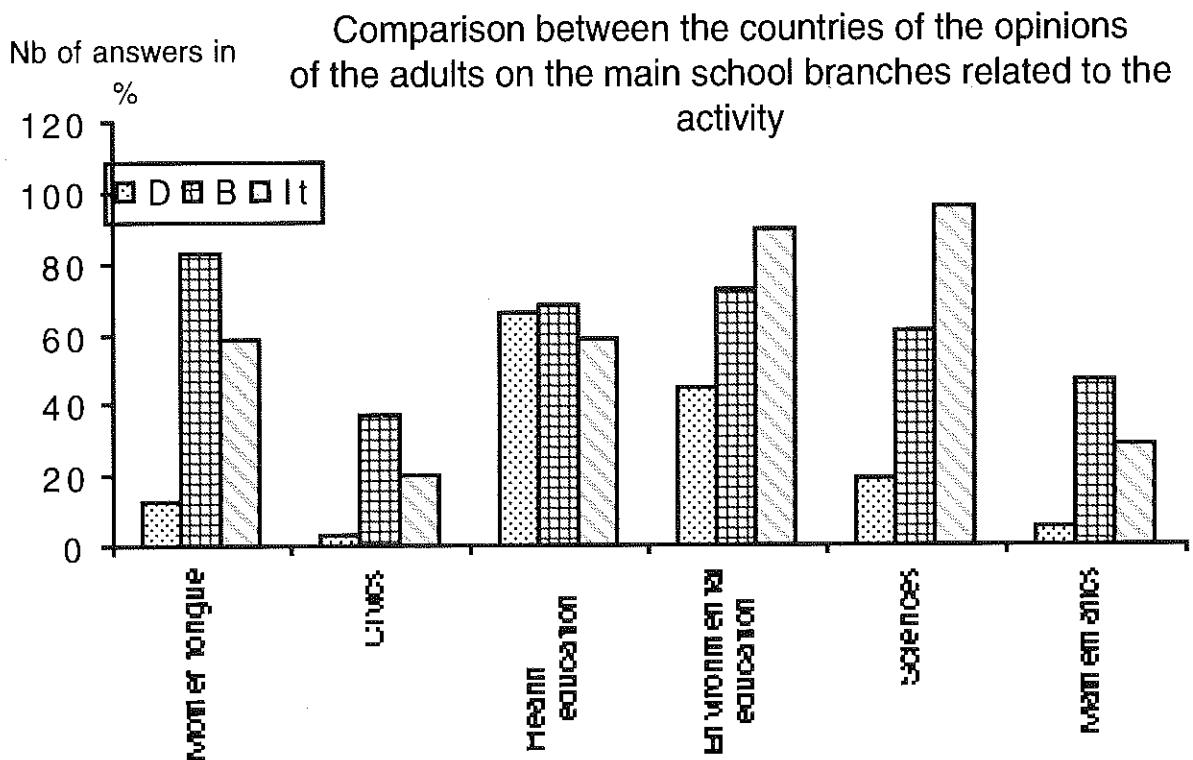


We notice that, by decreasing order, the most cited fields are: the environmental education, the health education, the sciences, the mother tongue and mathematics.

Comparison between the countries for the main areas for possible development of the activities

Data given in absolute value and in relative value (the percentages are calculated by dividing the number of responses per category by the total of the respondents for each country).

Schoolbranches	D	B	It
Mother tongue	11 - 13,2	89 - 82,4	43 - 58,1
Civics	3 - 3,6	40 - 37,0	15 - 20,3
Health education	55 - 66,3	73 - 67,5	43 - 58,1
Environmental education	37 - 44,5	78 - 72,2	66 - 89,1
Sciences	16 - 19,2	65 - 60,2	71 - 96,0
Mathematics	4 - 4,8	50 - 46,2	21 - 28,3
Number of "Yes"	59 - 71,8	103 - 95,3	74 - 74
Number of "No"	18 - 21,7	2 - 1,9	0 - 0
No answer	6 - 7,2	3 - 2,8	0 - 0
Total respondents in each country	83	108	74



Only the health education gathers the same amount of response among the countries (scores ranging from 58% to 68%). Regarding the other branches we notice the following differences: In **Italy**, we obtain most of the answers in the field of sciences (96%) and environmental education (89%).

In **Belgium**, it is the mother tongue that comes first (82%), followed by the environmental education (72%) and the health education (67,5 %). Mathematics scores for 46%, a much higher rate than the other countries (only 5% for Germany and 28% for Italy).

In **Germany**, apart from the health education (66%) that comes first, followed by the environmental education (45%), we notice that the other school branches are much less cited than in the other two countries.

2.8. Wishes to participate to other activities at the City Farm

Would you like to see other topics dealt with in terms of nutritional education?	Total 3 countries
Yes	113
No	116
Total respondents	265

We notice that the amount of "yes" equals almost the amount of "no". The explanation for the "no" could come from the fact that for some people the City Farm offers already enough activities on nutritional education; or that for some others it is not very clear to imagine what all could be done in terms of nutritional education at the farm.

Which other topics would you like to see developed?	Total 3 countries
B. Transformation of farm products	38
D. Acquisition of knowledge in dietetics	38
A. Discovery of farm products	30
E. Use of tools for acquiring knowledge in dietetics or for choosing one's food products better	24
C. Underlining the linking concepts	16
G. Consumption	13
H. Other	8
F. Knowledge of the body and soft medicine	6

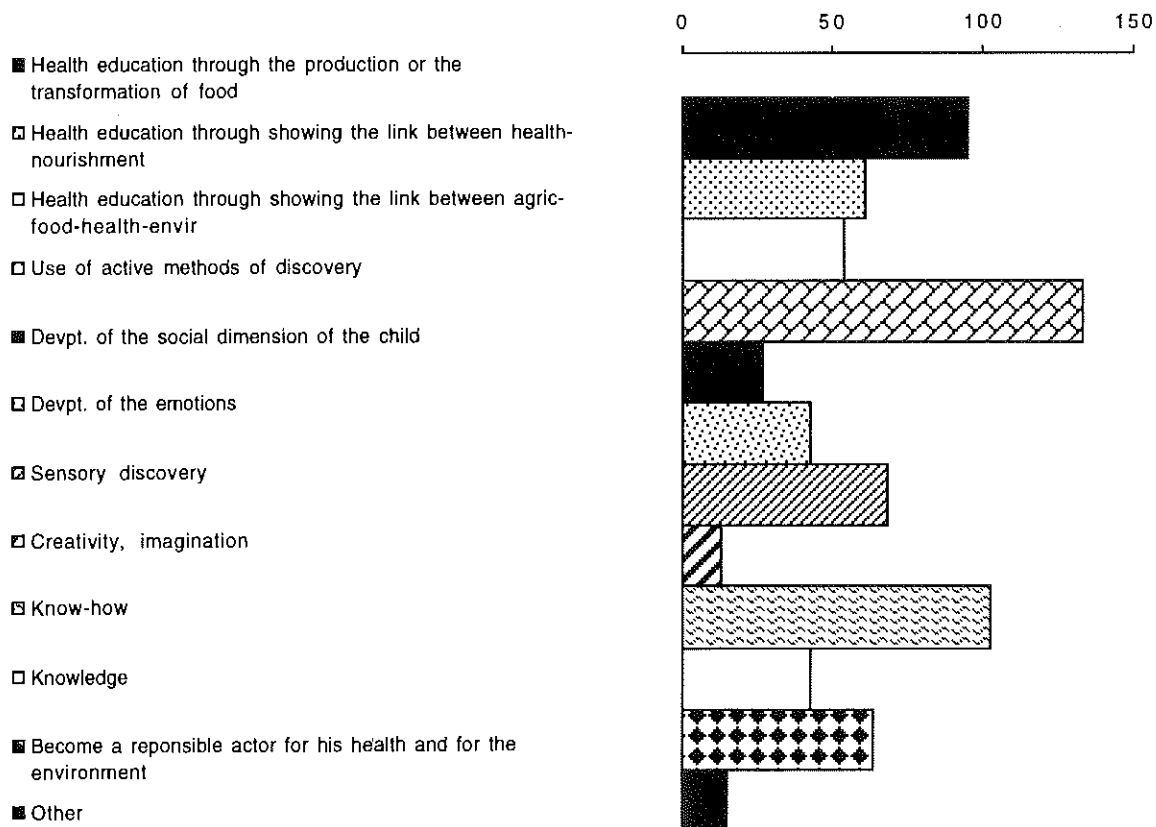
On top of the aspects already very often developed at the City Farm (discovery and transformation of farm products), we notice that there is a demand for activities relating to dietetics and to consumption aspects.

2.9. Opinions of the adults concerning the specific contribution of the City Farm in terms of nutritional education

In absolute value and in relative value calculated by dividing the number of opinions of one category by the total number of respondents in each country concerned x100.

What is the specific contribution of the City Farms in terms of nutritional education?	D	B	I	Total 3 pays
A1. Health education through the production or the transformation of food products (kitchen activities included)	13 15,7	43 38,9	39 52,7	95
A2. Health education through the construction of the link "health-food" (dietetics, consumer choice)	11 13,2	33 30,6	17 23,0	61
A3. Health education through the construction of the link "agriculture-food-health-environment" (+ pluridisciplinarity approach)	5 6,0	25 23,1	24 32,4	54
B. Use of active methods of discovery (construction of knowledge through a concrete experience)	31 37,3	59 54,6	43 58,1	133
C. Taking into account the social dimension of the child	12-14,5	9-8,3	6-8,1	27
D. Taking into account the affective dimension of the child	12-14,5	16-14,8	15-20,3	43
E. Taking into account the sensory dimension of the child	16-19,3	26-24,1	27-36,5	69
F. Taking into account the creative, imaginary dimension of the child	5-6,0	2-1,8	6-8,1	13
G. Taking into account the dimension of know-how of the child	34-41,0	37-34,3	32-43,2	103
H. Taking into account the dimension of knowledge of the child	11-13,3	10-9,3	22-29,7	43
I. Development of attitudes favourable for the health and the environment: autonomy, critical mind, respect, reponsability, participation	16 19,3	27 25,0	21 28,4	64
J. Other	0	2-1,8	13-17,6	15

Opinion of the adults (in absolute value) concerning the specific contribution of the City Fams in terms of nutritional education



Analyse of the contribution of the City Fams in terms of nutritional education

For 50% of the adults, the main contribution of the City Fam lies in its active methods of discovery and opportunity to constructs knowledge through concrete experiences.

For 38%, it is the fact that the children can develop their know-hows (manipulate, work with their hands), and for 36% it is the health education it offers through the discovery of the farm products (production and transformation).

The following opinions are classified in decreasing order of percentages:

the use of the senses (26%),

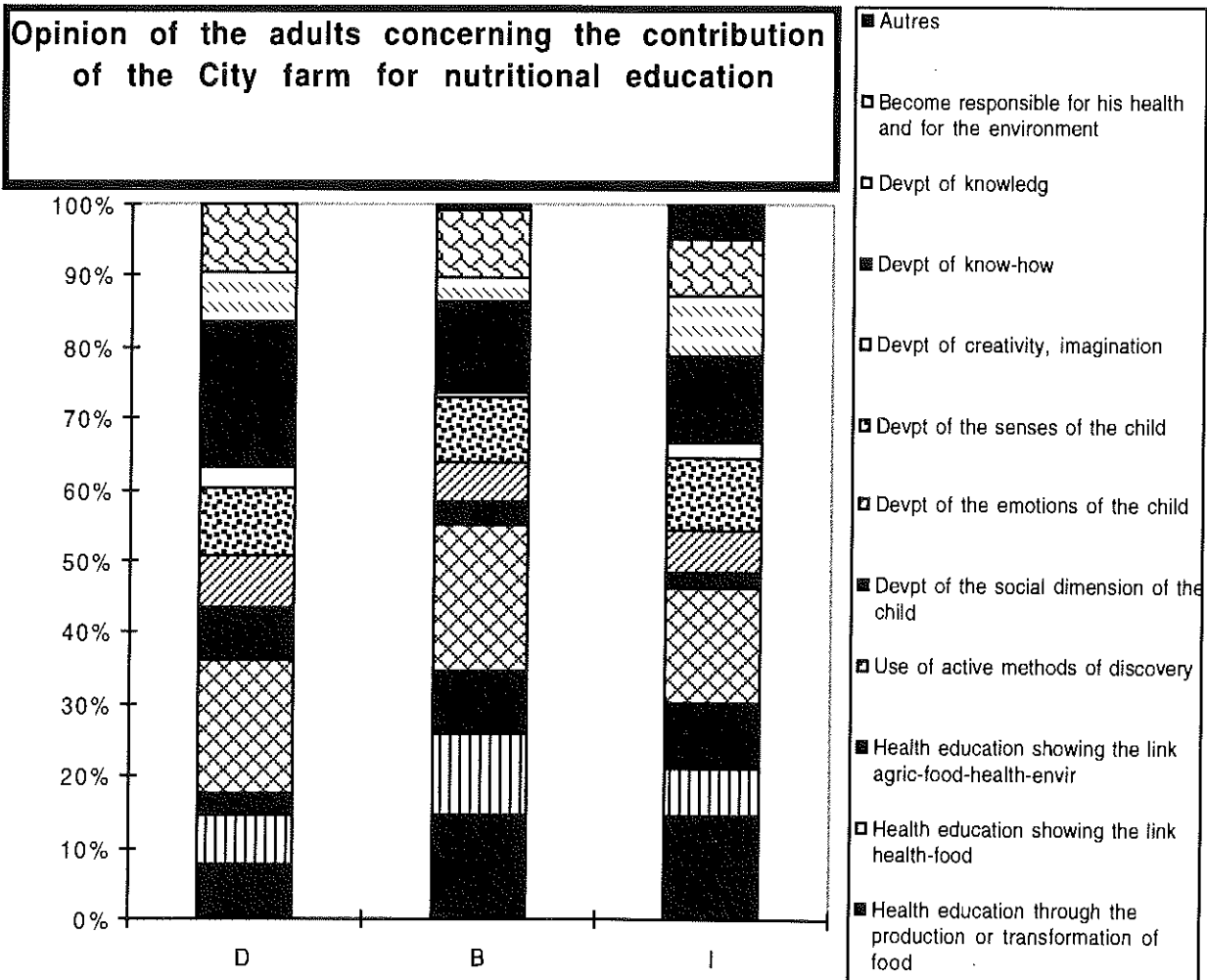
the development of positive attitudes for the health and the environment (24%),

Health education through the construction of the link " health-food " (dietetics, consumer choice) 23%

Health education through the construction of the link " agriculture-health-food-environment" (20%)

Less than 20 % for the affective dimension of the child, the acquisition of knowledge 16% and finally only 5% for the creative aspects.

Comparison of the relative values obtained for each country



We notice that for the use of active methods of discovery as well as the health education through the construction of links (interdisciplinarity approach) are more cited in Belgium and in Italy than in Germany. On the other hand, the german City farmers seem to show more importance for the acquisition of know-how.

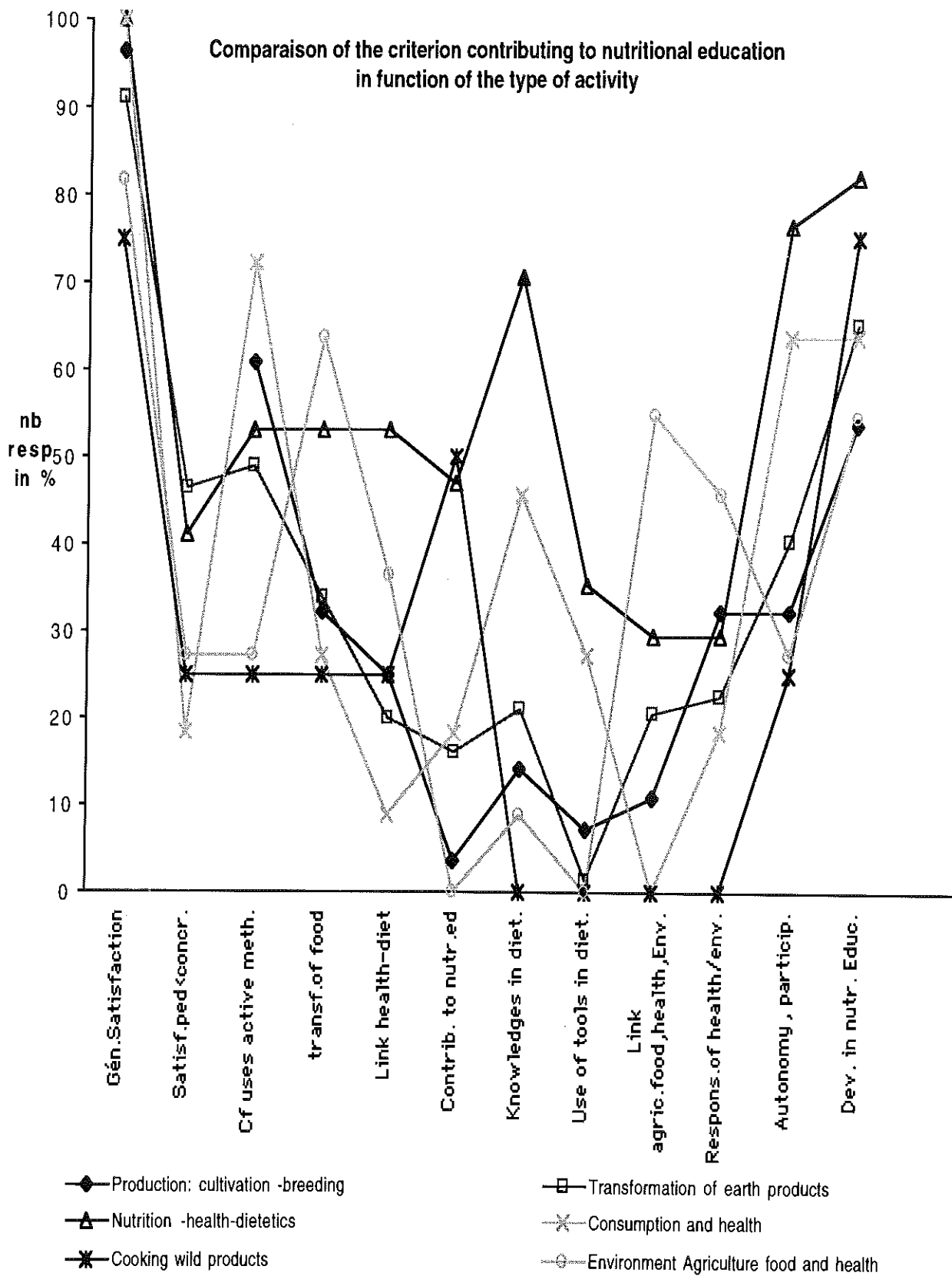
2.10. Contribution to the nutritional education in function of the type of activity

Contribution given in absolute value and in relative value .

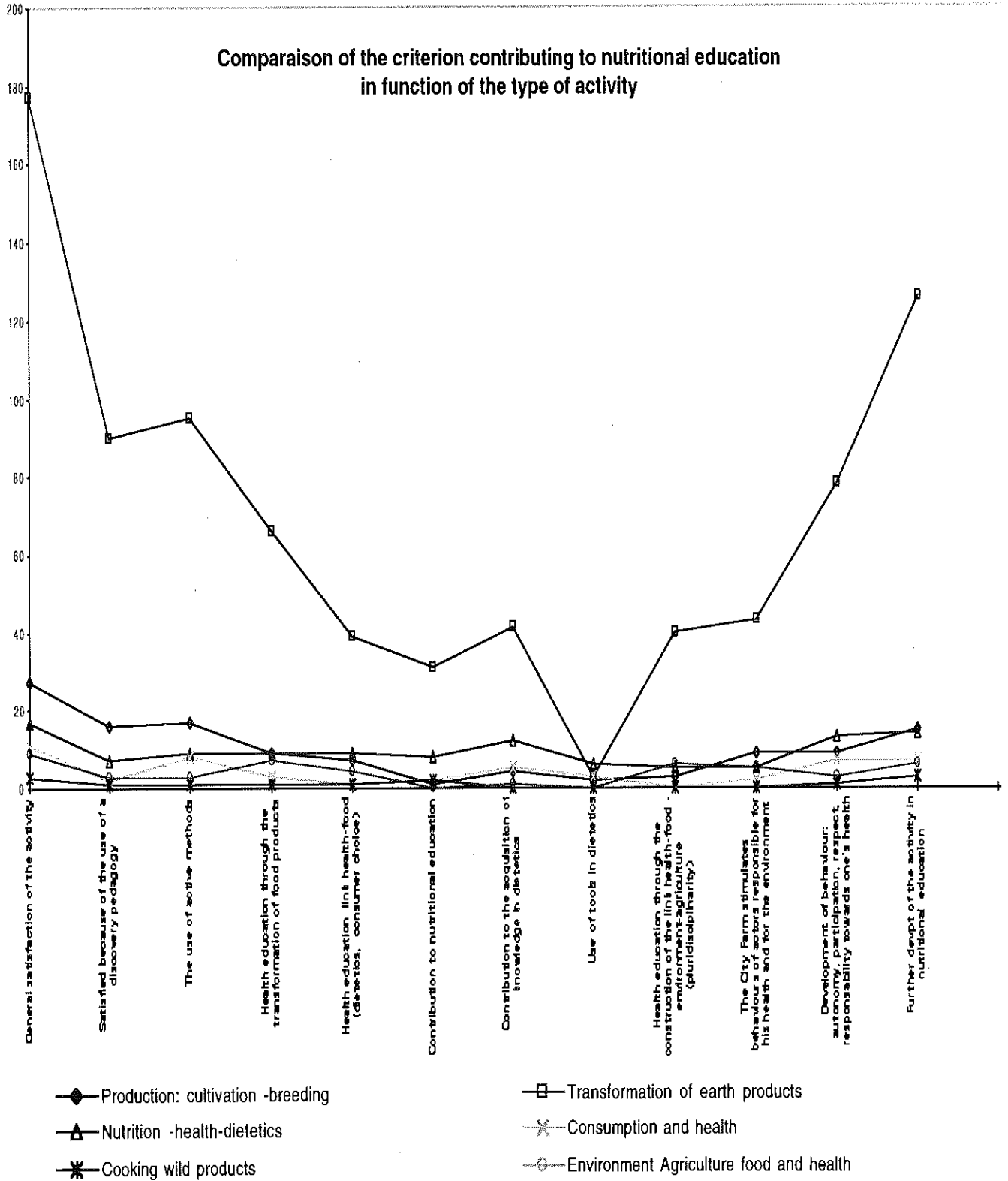
The percentages are calculated by dividing the number of responses of one category by the total number of activities by type of activity , times 100.

Contribution to the nutritional education following the type of activity	Production cultivation breeding	Transformation of earth products	Nutrition and health-dietetics	Consumption and health	Cooking wild product	Environment, Agriculture Food and health
Number of activities	28	194	17	11	4	11
General satisfaction of the activity	27-96,4	177-91,2	17-100	11-100	3-75	9-81,8
Satisfied because of the use of a discovery pedagogy (from concrete towards the abstract)	16-57,1	90-46,4	7-41,1	2-18,2	1-25	3-27,3
The use of active methods of discovery (concerns the construction of knowledge through a concrete experience)	17-60,7	95-49,0	9-53,0	8-72,3	1-25	3-27,3
Health education through the production or the transformation of food products (kitchen activity included)	9-32,1	66-34,0	9-53,0	3-27,3	1-25	7-63,6
Health education through the construction of the link health-food (dietetics, consumer choice)	7-25,0	39-20,1	9-53,0	1-9,0	1-25	4-36,4
Participation to nutritional education	1-3,5	31-16,0	8-53,0	2-18,2	2-50	0
Contribution to the acquisition of knowledge in dietetics	4-14,2	41-21,1	12-70,6	5-45,5	0	1-9,0
Use of tools in dietetics	2-7,1	3-1,5	6-35,3	3-27,3	0	0
Health education through the construction of the link health-food - environment-agriculture (pluridisciplinarity)	3-10,7	40-20,6	5-29,4	0	0	6-54,6
The City Farm stimulates behaviours of actors responsible for his health and for the environment	9-32,1	43-22,6	5-29,4	2-18,2	0	5-45,5
Development of behaviour: autonomy, participation, respect, responsibility towards one's health	9-32,1	78-40,2	13-76,5	7-63,6	1-25	3-27,3
Further devpt of the activity in nutritional education	15-53,6	126-65,0	14-82	7-63,6	3-75	6-54,5

Comparison of the criterion contributing to nutritional education in function of the type of activity



Comparison of the criterion contributing to nutritional education in function of the type of activity



As the first results were based on all the activities, it seemed interesting to analyze some of the answers in function of the type of activity.

As we look at the data in absolute value, we see that the activities of earth products transformation are the most common. The other type of activities occur less often or rarely.

Differences exist in function of the type of activity but given the sometimes little number of activities, the results should rather be taken as **tendencies**.

In relation with the acquisition by the children of knowledge in dietetics and of the education towards autonomy, respect for one's health, participation, the activities of the type "**nutrition and health - dietetics - consumption and health**" have the best results .

Concerning the contribution to the nutritional education of the children as justification of the satisfaction of the teachers, the number of responses is higher for the activities of the type **nutrition and health -dietetics and wild cooking** but for a very small number of activities.

To establish links between diet and health, it is the type **nutrition and health- dietetics** that totalizes more opinions.

The activities of the type **environment, agriculture, diet and health** are the ones with the most positive opinions concerning a health education that establishes the link agriculture-diet-health-environment or concerning the contribution of the City farm by stimulating a responsible behaviour for one's health. Again this comes from a very small number of activities.

This shows anyway the coherence of the grouping.

Moreover, if we consider that from left to right on the table, we find activities with concepts that are more and more abstract, we see that the teachers' satisfactions remains constant and that the use of active methods is still cited **for all types of activities**. (with some less good results for "**wild cooking**" and "**environment, agriculture, diet and health**" where the percentages are under 30.

Moreover for all types of activities, there is a convergence concerning the use in the City Farms of an active pedagogy . This information has been obtained thanks to the two following questions: "Did this activity meet your expectations? Justify." and "What is the specific contribution made by a City farm in terms of health education compared with other extra-mural activities?"

We notice also that for all types of activities, a great majority of teachers or City farmer are satisfied and find that the activity in health education can be further developed.

Index et tableaux

Tableau synoptique des animations par pays et par ferme

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Table and indexes

Table of activities by Country and Farm

Alphabetical index of the activity key words

Index of the activities by type of activity

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BELGIQUE / BELGIË

CITY FARM / ANIMATIONS

Les animations reprises dans ce tableau sont celles décrites dans ce catalogue. Les City Farms proposent d'autres activités également.

The animations described in this table are those described in the catalogue. The City Farms offer other activities.

	Witrijk	Van Cle	t. Heuvelhoeveke	Schoolhoeve De Campagne	Petit Foriest	Le Fagotin	La Prairie
Besoins nutrit. / Nutrition. needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betterave / Sugar beet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beurre / Butter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brunch - Petit déj. / Breakfast	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Champignons / Mushrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confiture / Marmalade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture / Cultivation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dairy products / Produits laitiers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Déc.sensor. fr.+lég. / Sens. disc.fruits+veg.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eau et pollution/ Water and pollution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sirop de sureau / Elderberry sirup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epeautre/ Spelt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equil. alimentaire / Food balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Etiquette / Labels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gâteau / Cakes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goût / Taste	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miel / Honey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Herbes sauvage / Wild herbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
International	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jus de pomme / Apple juice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Légumes / Vegetables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marché / Market	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oeuf / Eggs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Olive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Origine des alim. /Origin of food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pain / Bread	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pâtes / Pasta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ration fruits+lég. / Fruits+veg. portions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pitta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soupe / Soup	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomme de terre / Potatoes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repas équil., sain / Healthy, balanced meal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Herbes arom. / Arom. herbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journée à la / Day at the / City Farm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verger / Orchard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prod. bio de fruits / Organic orchard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vin / Wine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANIMATIONS – ACTIVITIES

Liste alphabétique des MOTS CLEFS – Alphabetical list of KEY WORDS

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Equilibre alimentaire	P 90	Elderberry sirup	P358
Etiquette	P110	Food balance	P312
Gâteau	P 66	Fruits and vegetables portions	P324
Goût	P106	Healthy, balanced meal	P350
Herbes aromatiques	P118	Honey	P240
Herbes sauvages	P134	International	P260
International	P 38	Labels	P332
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Oeuf	P 12	Orchard	P248
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	Une journée à la ferme d'animation	28	A day at the City Farm	250
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Transformation of earth-products	Cuisine internationale	38	International cooking	260
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	Du grain d'épeautre à la farine	46	From spelt to flour	268
	Du mouton à la pitta	50	From sheep to pitta	272
	Du potager à la soupe	54	From the vegetable garden to the soup	276
	Fabrication de jus de pommes	58	Making apple-juice	280
	Fabrication du pain	62	Making of bread	284
	Faire des gâteaux	66	Making pies	288
	Hoche-pot de légumes	70	Vegetable stew	292
	Les fruits et légumes: découverte sensorielle	74	Sensory discovery of fruits and vegetables	296
	Les pâtes	78	Pasta	300
	Produits laitiers: fabrication de fromage	80	Dairy products (from goat - cow)	302
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Index des animations par type d'animation

Index of the activities by type of activity

<u>Types d'animation</u>	<u>Intitulé de l'animation</u>	Page	<u>Name of the activity</u>	Page
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Index of original activity names by country and by City Farm
Index des noms originaux d'activité par Pays et par Ferme d'animation

Title
Original
Title

<u>Nom de la Ferme</u> <u>Name of the Farm</u>	<u>Titre original</u> <u>Original title</u>	<u>Nom de l'animation</u> <u>dans le catalogue</u>	<u>Name of the activity</u> <u>in the catalog</u>
Ferme des enfants de Liège	Fabrication du pain (du blé au pain)	Fabrication du pain	Making of bread
Ferme des enfants de Liège	Fabrication du pain	Fabrication du pain	Making of bread
Ferme des enfants de Liège	Fabrication de la maquée	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Ferme des enfants de Liège	Fabrication du beurre	De l'herbe à la vache et du lait au beurre	From grass to cow and from milk to butter
Ferme du Chant d'oiseaux	Jus de pomme	Fabrication de jus de pommes	Making apple-juice
Ferme du Chant d'oiseaux	Le pain	Fabrication du pain	Making of bread
Ferme du Monceau	Pain - De la graine au pain	Fabrication du pain	Making of bread
Ferme du Monceau	Du pis au beurre	De l'herbe à la vache et du lait au beurre	From grass to cow and from milk to butter
Ferme du Monceau	Une journée à la ferme	Du potager à la soupe	From the vegetable garden to the soup
Ferme équestre de LLN	Soins aux animaux, stage de cuisine, les produits de la ferme	Fabrication du pain	Making of bread
Ferme expérimentale et pédagogique du CARAH	Fabrication du fromage de chèvre	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Ferme Nos Pilijs	Fabrication du pain	Fabrication du pain	Making of bread
Ferme Nos Pilijs	Fabrication de soupe aux carottes	Du potager à la soupe	From the vegetable garden to the soup
La Ferme d'Uccle	Le pain	Fabrication du pain	Making of bread
La Ferme d'Uccle	Les fruits d'automne	Découverte du verger - les fruits secs...	Discovery of the orchard - the dry fruits of the autumn
La Ferme d'Uccle	Alimentation de légumes bio automne- hiver	Du potager à la soupe	From the vegetable garden to the soup
La Ferme d'Uccle	Découverte du potager bio	Culture et élevage	Cultivation, breeding
La Ferme d'Uccle	Circuit alimentaire: production intensive-prod. maraîchère	Culture et élevage	Cultivation, breeding
La Ferme d'Uccle	Les animaux - Le développement de l'oeuf et sa consommation	Crêpes, omelettes (animaux,œuf, omelette)	Pancakes, omelettes (animal of the farm, egg, omelet)
La Ferme du Parc Maximilien	Fabrication de pizza	Cuisine internationale	International cooking

Titre Ori- ginal Title

<u>Nom de la CF</u> <u>Name of the CF</u>	<u>Titre original</u> <u>Original title</u>	<u>Nom de l'animation</u> <u>dans le catalogue</u>	<u>Name of the activity</u> <u>in the catalog</u>
La ferme du Parc Maximilien	Fabrication de tarte aux prunes	Faire des gâteaux	Making pies
La ferme du Parc Maximilien	Fabrication de confiture de prunes	Conservation des fruits: confitures, gelée, pommes séchées etc.	Fruit conservation: Jam, Marmalade, Dried apples
La ferme du Parc Maximilien	Fabrication de crêpes	Crêpes, omelette (animaux,œufs,omelette)	Pancakes, omelettes (animal of the farm, egg, omel
La ferme du Parc Maximilien	Fabrication de tortillas	Cuisine internationale	International cooking
La Ferme du Parc Maximilien	Fabrication du pain	Fabrication du pain	Making of bread
La Prairie	Animation pain	Fabrication du pain	Making of bread
La Prairie	Traite et fromage	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
La Prairie	Confiture de pommes	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples
La Prairie	Fabrication de la soupe	Du potager à la soupe	From the vegetable garden to the soup
La Prairie	Fabrication de la soupe	Du potager à la soupe	From the vegetable garden to the soup
La Prairie	Potager + préparation du potage	Du potager à la soupe	From the vegetable garden to the soup
La prairie	Couques de St Nicolas	Faire des gâteaux	Making pies
La Prairie	Pizzas	Cuisine internationale	International cooking
La Prairie	Stage de 5 jours	Petit déjeuner	Breakfast
Le Fagotin	Du grain de froment au pain	Fabrication du pain	Making of bread
Le Fagotin	Pain	Fabrication du pain	Making of bread
Le Fagotin	Du lait au beurre	De l'herbe à la vache et du lait au beurre	From grass to cow and from milk to butter
Le Fagotin	Journée à la ferme	Du potager à la soupe	From the vegetable garden to the soup
Le Fagotin	Soins aux animaux, Activités culinaires (pains-tartes-beurre-fromages)	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Nos Piliifs	Fabrication du pain	Fabrication du pain	Making of bread
Nos Piliifs	Fabrication de la soupe	Fabrication du pain	Making of bread
Petit Foriest	Fabrication du pain	Fabrication du pain	Making of bread
Petit Foriest	Petit déjeuner complet et familles alimentaires	Petit déjeuner	Breakfast
Petit Foriest	Potage au céleri-rave	Du potager à la soupe	From the vegetable garden to the soup
Petit Foriest	Du potager à la soupe	Du potager à la soupe	From the vegetable garden to the soup

Titre Original Title

<u>Nom de la CF</u> <u>Name of the CF</u>	<u>Titre original</u> <u>Original title</u>	<u>Nom de l'animation</u> <u>dans le catalogue</u>	<u>Name of the activity</u> <u>in the catalog</u>
Petit Foriest	Besoins nutritionnels	Les besoins nutritionnels du corps...	Nutritional needs of the body ...
Petit Foriest	Ration journalière de fruits et légumes	Rations journalières de fruits et légumes	Weighing of fruits and vegetables
Petit Foriest	Pyramide alimentaire= l'équilibre alimentaire	L'équilibre alimentaire	Food balance
Petit Foriest	La fabrication du sucre	De la betterave au sucre	From sugar till sugar beet
Petit Foriest	L'eau, la pollution et l'alimentation	Relation environnement, aliment.et santé..	Water, source of life: food and pollution
Petit Foriest	Découverte sensorielle des fruits et légumes	Une journée à la ferme	A day at the City Farm
Petit Foriest	Les origines des aliments	Origine des aliments et les familles aliment.	Origin of food and food families
Petit Foriest	Atelier du goût	Atelier du goût	Taste
Petit Foriest	Je choisis un produit transformé (étiquettes)	Comment devenir un consommateur plus...	How to become a consumer with a critical mind
Petit Foriest	Découverte du verger	Découverte du verger - les fruits secs...	Discovery of the orchard - the dry fruits of the autumn
Petit Foriest	Le Petit Marché	Le petit marché	The little market
De Campagne	Brood bakken	Fabrication du pain	Making of bread
De Campagne	Geitekaas maken	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Heuvelhoeveke	Brood bakken	Fabrication du pain	Making of bread
Heuvelhoeveke	Gezond leven en werken. Genieten en kennis maken van de natuur	Une journée à la ferme	A day at the City Farm
Heuvelhoeveke	Van zaad over graan	Fabrication du pain	Making of bread
Neerhof	Van bij tot honing	De l'abeille au miel	From bee to honey
Neerhof	Honingzoet	De l'abeille au miel	From bee to honey
Neerhof	Van schaaap tot pitta	Du mouton à la pitta	From sheep to pitta
Van Cle	Brood bakken	Fabrication du pain	Making of bread
Van Cle	Kruidenkaas	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Van Cle	Aardappelwafels bakken	Des pommes de terre à...	From potatoes to salad, chips or waffles
Van Cle	Brunch	Petit déjeuner	Breakfast
Van Cle	Pompoenbeignets	Cuisine internationale	International cooking
Van Cle	Vierbessiroop	Sirop de bates de sureau	Elderberry syrup
Van Cle	Konfituur bereiden	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples
Van Cle	Pizza bakken	Cuisine internationale	International cooking
Van Cle	brood bakken	Fabrication du pain	Making of bread

Titre - Original - Title

<u>Nom de la CF</u> <u>Name of the CF</u>	<u>Titre original</u> <u>Original title</u>	<u>Nom de l'animation</u> <u>dans le catalogue</u>	<u>Name of the activity</u> <u>in the catalog</u>
Wilrijk	Van bij tot honing	De l'abeille au miel	From bee to honey
Wilrijk	Brood bakken	Fabrication du pain	Making of bread
Wilrijk	Kaas maken - melken	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Wilrijk	Kaas maken	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Wilrijk	Soep maken met wilde groenten	Du potager à la soupe	From the vegetable garden to the soup
Wilrijk	Geiten melken - stallen schoonmaken	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Wilrijk	Melken van geiten en boerderijwerk	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)
Wilrijk	Een dag op de boerderij	Une journée à la ferme	A day at the City Farm
Wilrijk	Appelsap maken	Fabrication de jus de pommes	Making apple-juice
Abenteuerspielplatz Vaihingen	Kuchen aus Biologischen Zutaten	Faire des gâteaux	Making pies
Abenteuerspielplatz Vaihingen	Backen mit selbstgemachten Getreide	Faire des gâteaux	Making pies
Abenteuerspielplatz Vaihingen	Vom Korn zum Brot	Fabrication du pain	Making of bread
Abenteuerspielplatz Vaihingen	Ernten auf dem Bio-Bauernhof	Culture et élevage	Cultivation, breeding
Abenteuerspielplatz Vaihingen	Apfelsaft selbst herstellen	Fabrication de jus de pommes	Making apple-juice
Abenteuerspielplatz Vaihingen	Alternative zu industriellem Zucker	De la betterave au sucre	From sugar till sugar beet
Abenteuerspielplatz Vaihingen	Umweltbewusstes einkaufen	Comment devenir un consommateur plus critique	How to become a consumer with a critical mind
Abenteuerspielplatz Mühlstein	Vom Apfel zum Saft	Fabrication de jus de pommes	Making apple-juice
Abenteuerspielplatz Fürstenfeldbruck	Gemüseintopf	Hohepot de légumes	Vegetable stew
Abenteuerspielplatz Fürstenfeldbruck	Bunte Kässpitzen	Cuisine internationale	International cooking
Abenteuerspielplatz Fürstenfeldbruck	Vollkornmaccharoni mit Rohkost soße	Les pâtes	Pasta
Abenteuerspielplatz Fürstenfeldbruck	Biologisches Frühstücksbuffet	Petit déjeuner	Breakfast

**Titre
-
Ori-
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-
Titre**

**Name of the activity
in the catalog**

**Nom de l'animation
dans le catalogue**

**Titre original
Original title**

**Nom de la CF
Name of the CF**

Abenteuerspielplatz Fürstenfeldbruck	Bortsch	Cuisine internationale	International cooking
Abenteuerspielplatz Fürstenfeldbruck	Wir kochen spaghetti	Cuisine internationale	International cooking
Abenteuerspielplatz Fürstenfeldbruck	Brennessel-Suppe	Du potager à la soupe	From the vegetable garden to the soup
Aktiv-Spielplatz Musberg	Brot- selbst gebacken	Fabrication du pain	Making of bread
Aktiv-Spielplatz Musberg	Volkornkuchen	Faire des gâteaux	Making pies
Aktiv-Spielplatz Musberg	Gemüsesuppe aus dem Garten	Du potager à la soupe	From the vegetable garden to the soup
Aktiv-Spielplatz Musberg	Wildkräutersalat	Se nourrir d'herbes sauvages	Wild herb salad - nutrition with weeds
Aktiv-Spielplatz Musberg	Kornralley	Se nourrir d'herbes sauvages	Wild herb salad - nutrition with weeds
Aktiv-Spielplatz Musberg	Giftpilze bestimmen und erkennen	Les champignons	Mushrooms
Aktiv-Spielplatz Musberg	Pilze, Früchte des Waldes suchen essen	Les champignons	Mushrooms
Aktiv-Spielplatz Musberg	Vergleiche Nahrungsmittel /Salat + Pelkartoffel	Comment devenir un consommateur...	How to become a consumer with a critical mind
Aktiv-Spielplatz Musberg	Supermarkt und Wochenmarkt	Comment devenir un consommateur plus critique	How to become a consumer with a critical mind
Aktivsp. mit Tieren, KinderKleeblatt Hönöw	Tee und Saft statt Cola	Fabrication de jus de pommes	Making apple-juice
ASP Fellbach	Herstellung von Salat aus eigenem Garten	Un repas équilibré	A well-balanced meal - A healthy meal (salad)
ASP Fellbach	Rosen-Blätter-Suppe	Du potager à la soupe	From the vegetable garden to the soup
ASP Weingarten Freiburg	Wir kochen spaghetti	Les pâtes	Pasta
Dreichhörnchen	Aus dem Garten Frisch auf den Tisch	Hohepot de légumes	Vegetable stew
Dreichhörnchen	Brennessel-Suppe	Du potager à la soupe	From the vegetable garden to the soup
Dreichhörnchen	Brot Backen	Fabrication du pain	Making of bread
Jufa Birkade Stuttgart	Trocknen von Apfelingen	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples

Titre	Original	Nom de l'animation dans le catalogue	Name of the activity in the catalog	Titre
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<u>Nom de la CF</u> <u>Name of the CF</u>	<u>Titre original</u> <u>Original title</u>	<u>Nom de l'animation</u> <u>dans le catalogue</u>	<u>Name of the activity</u> <u>in the catalog</u>	<u>Titre</u>
Jufa Böblingen	Joghurt/Quark selbermachen	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)	
Jufa Böblingen	Rote-Beete-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Jufa Ludwigsburg	Fruchteisbereitung mit Früchten aus dem Garten	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples	
Jufa Ludwigsburg	Tomaten-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Jufa Neckersulm	Gemüseintopf aus eigenen Garten	Hohepot de légumes	Vegetable stew	
Jufa Stuttgart Freiberg Rot	Vergleich Apfelsaft-Cola	Fabrication de jus de pommes	Making apple-juice	
Jufa Stuttgart Süd	Pizza backen	Cuisine internationale	International cooking	
Jufa Stuttgart Süd	Brot backen	Fabrication du pain	Making of bread	
Jufa Ulm	Trocknen von Pfefferminze und Melisse	Les herbes aromatiques, plaisir du goût	Use of aromatic herbs, pleasure of the taste	
Jufa Ulm	Kartoffel-Lauch-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Birkach	Brennessel-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Birkach	Trocknen von Apfeiringen	Conservation des fruits: confitures, gelée, pommes séchées etc.	Fruit conservation: Jam, Marmalade, Dried apples	
Jugendfarm Echterdingen	Gesundes Kochen	Un repas équilibré	A well-balanced meal - A healthy meal (salad)	
Jugendfarm Echterdingen	Vom Korn zum Mehl	Du grain d'épeautre à la farine	From spelt to flour	
Jugendfarm Echterdingen	Kräuteröl und Essig	Les herbes aromatiques, plaisir du goût	Use of aromatic herbs, pleasure of the taste	
Jugendfarm Echterdingen	Marmelade selber machen	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples	
Jugendfarm Echterdingen	Eigenes Gemüse zubereiten	Hohepot de légumes	Making pies	
Jugendfarm Echterdingen	Backen	Faire des gâteaux	Making pies	
Jugendfarm Echterdingen	Brot backen	Fabrication du pain	Making of bread	
Jugendfarm Echterdingen	Saft pressen	Fabrication de jus de pommes	Making apple-juice	
Jugendfarm Eisental	Wir pressen Apfelsaft	Fabrication de jus de pommes	Making apple-juice	
Jugendfarm Eisental	Selbstgemachte Nudeln	Les pâtes	Pasta	

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Jugendfarm Eisental	Vom Grass zur Butter	De l'herbe à la vache et du lait au beurre	From grass to cow and from milk to butter	
Jugendfarm Eisental	Zuckermais- Vom Garten in den Mund	Hochepot de légumes	Making pies	
Jugendfarm Eisental	Gemüsesuppe an der Feuerzone	Hochepot de légumes	Making pies	
Jugendfarm Eisental	Gemüsesuppe aus dem Garten	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Eisental	Kurbisgeist und Kürbissuppe	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Eisental	Wir backen Indische Chapatis	Cuisine internationale	International cooking	
Jugendfarm Eisental	Brötchen backen	Fabrication du pain	Making of bread	
Jugendfarm Eisental	Backtag	Faire des gâteaux	Making pies	
Jugendfarm Eisental	Bröt mit Kräutern aus dem Garten	Fabrication du pain	Making of bread	
Jugendfarm Eisentalstrasse	Pizza backen	Cuisine internationale	International cooking	
Jugendfarm Eisentalstrasse	Vom Kürbiskern zum Kürbis Dill-Rahm Sosse	Culture et élevage	Cultivation, breeding	
Jugendfarm Filderstadt	Brot backen	Fabrication du pain	Making of bread	
Jugendfarm Filderstadt	Gemüse aus dem Garten gekocht	Hochepot de légumes	Vegetable stew	
Jugendfarm Filderstadt	Brot backen	Fabrication du pain	Making of bread	
Jugendfarm Freiberg-Rot	Vergleich Apfelsaft-Cola	Fabrication de jus de pommes	Making apple-juice	
Jugendfarm Freiberg-Rot	Vom Apfel zum Saft	Fabrication de jus de pommes	Making apple-juice	
Jugendfarm Heidelberg	Gesunde Ernährung "Suppe"	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Heidelberg	Vom Obst zum Gelee	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples	
Jugendfarm Heidelberg	Gemüsesuppe	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Möhringen-Vaihingen	Suppe kochen	Du potager à la soupe	From the vegetable garden to the soup	
Jugendfarm Möhringen-Vaihingen	Von der Knolle zu den Pommes	Des pommes de terre à...	From potatoes to salad, chips or waffles	
Jugendfarm Möhringen-Vaihingen	Wintergemüse pflanzen	Culture et élevage	Cultivation, breeding	
Jugendfarm Möhringen-Vaihingen	Sauerkraut einstampfen	Cuisine internationale	International cooking	

Titre - Ori- - ginal - Title
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Jugendfarm Möhringen-Vaihingen	Yoghurt - Quark machen	Les champignons	Mushrooms
Jugendfarm Möhringen-Vaihingen	Apfelmus kochen	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples
Jugendfarm Möhringen-Vaihingen	Mirabellenmus	Conservation des fruits: confitures...	Fruit conservation: Jam, Marmalade, Dried apples
Jugendfarm Möhringen-Vaihingen	Vom Apfel zum Apfelsaft	Fabrication de jus de pommes	Making apple-juice
Jugendfarm Möhringen-Vaihingen	Brot backen	Fabrication du pain	Making of bread
Jugendfarm Neckarsulm Gänseblümchen-Suppe		Du potager à la soupe	From the vegetable garden to the soup
Jugendfarm Neckarsulm Gemüseintopf aus eigenem Garten		Hohepot de légumes	Vegetable stew
Jugendfarm Wuppertal Bewustes Essen		Un repas équilibré	A well-balanced meal - A healthy meal (salad)
Jugendfarm Wuppertal "Afrikanisch kochen"		Cuisine internationale	International cooking
Jugendfarm Wuppertal Essen wie in Indien (flan au millet)		Cuisine internationale	International cooking
Jugendfarm Wuppertal St Martins-Essen (Bratäpfel u. Kinderpünsch)		Un repas équilibré	A well-balanced meal - A healthy meal (salad)
K U Jugendfarm Bremen Vom Garten auf den Tisch		Hohepot de légumes	Vegetable stew
K U Jugendfarm Bremen Gesundes Frühstück		Petit déjeuner	Breakfast
K U Jugendfarm Bremen Herstellen von Salaten		Un repas équilibré	A well-balanced meal - A healthy meal (salad)
Kinder-Jugendfarm München	Ernährung mit Unkraut	Se nourrir d'herbes sauvages	Wild herb salad - nutrition with weeds
Kinder-Jugendfarm München	Kräutersuppe	Du potager à la soupe	From the vegetable garden to the soup
Kinder-Jugendbauernho f AWO Kiel	Brot mit Kürbis backen	Fabrication du pain	Making of bread
Kinder-Jugendbauernho f AWO Kiel	Früchtebrot machen	Fabrication du pain	Making of bread
Kinder-Jugendbauernho f AWO Kiel	Wir kochen Kürbisscremsuppe	Du potager à la soupe	From the vegetable garden to the soup
Kinder-Jugendbauernho f AWO Kiel	Gemüseauflauf quer durch dem Garten	Hohepot de légumes	Vegetable stew
Kinder-Jugendbauernho f AWO Kiel	Engl und Deutsche Kartoffelsalat fr Grillfest	Cuisine internationale	International cooking

Titre - Ori- gi- nal - Titre
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Kinder-und Jugendfarm Spielwiese Dresden	Vergleich Kräuterquark	Produits laitiers - fabrication de fromage de vache et de chèvre	Dairy products (from goat - cow)	
Kinder-und Jugendfarm Spielwiese Dresden	Gräupcheintopf einmal anders	Hochepot de légumes	Vegetable stew	
Kinderbauernhof auf dem Görplitzer -Berlin	Von Apfel zum Apfelsaft	Fabrication de jus de pommes	Making apple-juice	
Kinderbauernhof auf dem Görplitzer -Berlin	Bohnensuppe	Du potager à la soupe	From the vegetable garden to the soup	
Kinderbauernhof Pinke-Panke	Vollkornbrot mit Walnüssen	Fabrication du pain	Making of bread	
Kinderbauernhof Pinke-Panke	Gemüseintopf über offenen Feuer	Hochepot de légumes	Vegetable stew	
Kinderfarm Birkenhof	Gemüsesuppe aus dem Farmgarten	Du potager à la soupe	From the vegetable garden to the soup	
Kinderfarm Birkenhof	Brot backen	Fabrication du pain	Making of bread	
Kinderzentrum Zellerau Würzburg	Sauerkraut Selbstgemacht	Hochepot de légumes	Vegetable stew	
Kinderzentrum Zellerau Würzburg	Brot backen mit Trockenobst und Nüssen	Fabrication du pain	Making of bread	
Kolle 37	Johannisbeerkuchen	Faire des gâteaux	Making pies	
Kolle 37	Eine ausgewogene Mahlzeit	Un repas équilibré	A well-balanced meal - A healthy meal (salad)	
Kolle 37	Apfelsaft selber herstellen	Fabrication de jus de pommes	Making apple-juice	
Kolle 37	Brot backen	Fabrication du pain	Making of bread	
Kolle 37	Brennessel-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Kontiki Mundenhof Freiburg	Herstellung von Kartoffelsalat	Des pommes de terre à...	From potatoes to salad, chips or waffles	
Kontiki Mundenhof Freiburg	Pfefferminz-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Münchner Kinder-und Jugendfarm	Kräutersuppe	Du potager à la soupe	From the vegetable garden to the soup	
Münchner Kinder-und Jugendfarm	Ernährung mit Unkraut	Se nourrir d'herbes sauvages (Essen mit Unkräutern)	Wild herb salad - nutrition with weeds	
Pinke Panke - Berlin	Gemüseintopf überm offenen Feuer	Hochepot de légumes	Vegetable stew	

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Rabauki-Bauspielplatz roject	Essen mit "Unkraütern"	Se nourrir d'herbes sauvages (Essen mit Unkraütern)	Wild herb salad - nutrition with weeds	
Sommerhausen	Ernährung mit Wildkräutern	Se nourrir d'herbes sauvages (Essen mit Unkraütern)	Wild herb salad - nutrition with weeds	
SP Weingarten Freiburg	Sauerampfer-Spinat-Suppe	Du potager à la soupe	From the vegetable garden to the soup	
Spielwiese EV Sachsen	Vergleich Kräuterquark	Comment devenir un consommateur plus ...	How to become a consumer with a critical mind	
Bolognesi	Dal grano al pane	Fabrication du pain	Making of bread	
Cascina falchera	Buono da mangiare	Une journée à la ferme	A day at the City Farm	
Cascina falchera	Fabbricazione del pane (dal grano al pane)	De l'herbe à la vache et du lait au beurre	From grass to cow and from milk to butter	
Cascina falchera	Fabbricazione del buro	Une journée à la ferme	A day at the City Farm	
Giunchi	La raccolta delle olive e l'olio	Récolte d'olives- huile d'olive	Olive's picking and olive oil	
Il Biancospino	Fabbricazione del pane (dal grano al pane)	Fabrication du pain	Making of bread	
Il Farro	Del chicco di farro alla farina	Du grain d'épeautre à la farine	From spelt to flour	
Le Radici	L'orto biologico i sua frutti	Le verger biologique et ses fruits	Organic orchard and its fruits	
Rivalta	Dall'erba al latte e dal latte alla ricotta	Produits laitiers - fabrication de fromage...	Dairy products (from goat - cow)	
Rivalta	Fabbricazione del pane (dal grano al pane- Piadina)	Fabrication du pain	Making of bread	
Rivalta	La vendemmia, la pigiatura, il vino	Vendanges	Grape harvest, mashing, wine	
Zoffoli	La vendemmia, la pigiatura, il vino	Vendanges	Grape harvest,mashing, wine	

INDEX DES FERMES D'ANIMATION

INDEX OF THE CITY FARMS

Index: City Farms par pays / per country

Ferme d'Uccle (La)

93 Vieille rue du moulin

1180 Bruxelles

Belgique/ België

email /

Tél/tel: 32 (0)2- 374 18 96

Fax: 32 (0)2- 374 18 96

Coordinateur / coordinator:

Sophie Chawaf

Public

- Nursery school pupils Elèves de l'enseignement maternel
 Primary school pupils Elèves de l'enseignement primaire
 Secondary school pupils Elèves de l'enseignement secondaire
 Non schoolgoing public Public non scolaire
 Family Famille
 Handicapped children Enfants handicapés
 Handicapped adults Adultes handicapés
 Urban public Public urbain
 Semi-urban public Public semi-urbain
 Rural public public rural

Stay - Séjour

- Boarding internat
 Non boarding externat
 School activities activité scolaire
 Leisure timeactivities activité extra scolaire
 Holiday trainees ships stage de vacances
 other Autre

Length - Durée

- One day un jour
 One or two weeks une ou deux semaines
 Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
 Environmental education Education relative à l'environnement
 Other Autre
 Consumption education Education à la consommation
 Civic education Education à la citoyenneté
 Health education Education à la santé
 Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 1-10
 Number of children per facilitator
 Nombre d'équiv. temps plein
 Number of full-time people 4

Prix / Price (Euro)

- Journée sans repas 2,5
 One day without meal

Ferme du Chant d'Oiseau (La)

520 Rue du Petit Pont

5300 Landenne-sur-Meuse

Belgique/ België

email /

Tél/tel: 32 (0)85-825703

Fax: 32 (0)85-825703

Coordinateur / coordinator:

Françoise Flamand

Public

- Nursery school pupils Elèves de l'enseignement maternel
 Primary school pupils Elèves de l'enseignement primaire
 Secondary school pupils Elèves de l'enseignement secondaire
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 Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 1-10
 Number of children per facilitator
 Nombre d'équiv. temps plein
 Number of full-time people 4

Prix / Price (Euro)

- Journée sans repas 8,8
 One day without meal

Ferme du Parc Maximilien (La)

21 Quai du batelage

1000 Bruxelles

Belgique/ België

email /

Tél/tel: 32(0)2-01 56 09

Fax: 32(0)2-79 60 42

Coordinateur / coordinator:

Kali De Keyzer

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
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Stay - Séjour

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Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 11-15
Number of children per facilitator

Nombre d'équiv. temps plein
Number of full-time people 1

Prix / Price (Euro)

Journée sans repas 1
One day without meal

Ferme expérimentale et pédagogique du CARAH

301 rue de l'Agriculture

7800 Ath

Belgique/ België

email /

Tél/tel: 32 (0) 68 -28 29 20

Fax: 32 (0) 68 -28 12 81

Coordinateur / coordinator:

François Semeels

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
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Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 16-20
Number of children per facilitator

Nombre d'équiv. temps plein
Number of full-time people 15

Prix / Price (Euro)

Journée sans repas 2,5
One day without meal

Het Neerhof

2 Neerhofstraat
1700 Dilbeek
Belgique/ België

email /

Tél/tel: 32(0)2-5691445

Fax: 32(0)2-5692651

Coordinateur / coordinator:
Marc De Staercke

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
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One or two weeks une ou deux semaines
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Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 12

Prix / Price (Euro)

Journée sans repas 2,5
One day without meal

Kinderboerderij Wilrijk

20 Lievevroukesbosweg
2610 Wilrijk
Belgique/ België

email /

Tél/tel: 32 (0)3-828 48 17

Fax: 32 (0)3-828 48 17

Coordinateur / coordinator:
Karel Van Den

Public

Nursery school pupils Elèves de l'enseignement maternel
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Staff / Equipe

Nombre d'enfants par animateur 10-15
Number of children per facilitator
Nombre d'équiv. temps plein 3
Number of full-time people

Prix / Price (Euro)

Journée sans repas 0
One day without meal

La ferme des enfants

48 Vieille Voie des Tongres
4000 Liège
Belgique/ België

email /

Tél/tel: 32 (0)4- 226 18 52

Fax: 32 (0)4 -226 18 52

Coordinateur / coordinator:
Isabelle Dhantinne

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 11-15
Number of children per facilitator

Nombre d'équiv. temps plein 6
Number of full-time people

Prix / Price (Euro)

Journée sans repas 7
One day without meal

La Ferme du Monceau, asbl La Boîte à Couleurs

6642 Juseret
Belgique/ België

email monceau@skynet.be

www.ful.ac.be/hotes/monceau

Tél/tel: 32(0)61- 25 57 51

Fax: 32(0)61- 25 60 57

Coordinateur / coordinator:
Claire Blerot

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 9,5
Number of full-time people

Prix / Price (Euro)

Journée sans repas 7,5
One day without meal

La Ferme équestre

30 Avenue des Arts
1348 Belgique
Belgique/ België
www.fermeequestre.be

email /

Tél/tel: 32 (0)10-452474
Fax: 32 (0)2-353 24 99

Coordinateur / coordinator:

Public

- | | |
|-------------------------|---|
| Nursery school pupils | <input checked="" type="checkbox"/> Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> Elèves de l'enseignement primaire |
| Secondary school pupils | <input type="checkbox"/> Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input checked="" type="checkbox"/> Public non scolaire |
| Family | <input checked="" type="checkbox"/> Famille |
| Handicapped children | <input checked="" type="checkbox"/> Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> Adultes handicapés |
| Urban public | <input checked="" type="checkbox"/> Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> public rural |

Stay - Séjour

- | | |
|------------------------|---|
| Boarding | <input type="checkbox"/> internat |
| Non boarding | <input checked="" type="checkbox"/> externat |
| School activities | <input checked="" type="checkbox"/> activité scolaire |
| Leisure timeactivities | <input checked="" type="checkbox"/> activité extra scolaire |
| Holiday trainees ships | <input checked="" type="checkbox"/> stage de vacances |
| other | <input type="checkbox"/> Autre |

Length - Durée

- | | |
|------------------|---|
| One day | <input checked="" type="checkbox"/> un jour |
| One or two weeks | <input checked="" type="checkbox"/> une ou deux semaines |
| Regularly | <input checked="" type="checkbox"/> de manière récurrente |

Educational aims - Finalités éducatives

- | | |
|-------------------------|--|
| Nutritional education | <input checked="" type="checkbox"/> Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> Education relative à l'environnement |
| Other | <input type="checkbox"/> Autre |
| Consumption education | <input checked="" type="checkbox"/> Education à la consommation |
| Civic education | <input type="checkbox"/> Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> Education à la santé |
| Socio-educative work | <input checked="" type="checkbox"/> Travail relationnel/socio-éduc |

Staff / Equipe

- Nombre d'enfants par animateur 10
Number of children per facilitator
Nombre d'équiv. temps plein 8
Number of full-time people
Prix / Price (Euro)
Journée sans repas 7,5
One day without meal

La Ferme Nos Pilifs

347 Trassersweg
1120 Buxelles
Belgique/ België
www.hebel.net/pilifs

email pilifs@hebel.net

Tél/tel: 32(0)2-62 11 06
Fax: 32(0)2-68 62 84

Coordinateur / coordinator:
Pascal Cotteels

Public

- | | |
|-------------------------|---|
| Nursery school pupils | <input checked="" type="checkbox"/> Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> Elèves de l'enseignement primaire |
| Secondary school pupils | <input type="checkbox"/> Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input checked="" type="checkbox"/> Public non scolaire |
| Family | <input type="checkbox"/> Famille |
| Handicapped children | <input checked="" type="checkbox"/> Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> Adultes handicapés |
| Urban public | <input checked="" type="checkbox"/> Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> Public semi-urbain |
| Rural public | <input type="checkbox"/> public rural |

Stay - Séjour

- | | |
|------------------------|--|
| Boarding | <input type="checkbox"/> internat |
| Non boarding | <input checked="" type="checkbox"/> externat |
| School activities | <input type="checkbox"/> activité scolaire |
| Leisure timeactivities | <input type="checkbox"/> activité extra scolaire |
| Holiday trainees ships | <input type="checkbox"/> stage de vacances |
| other | <input type="checkbox"/> Autre |

Length - Durée

- | | |
|------------------|--|
| One day | <input checked="" type="checkbox"/> un jour |
| One or two weeks | <input checked="" type="checkbox"/> une ou deux semaines |
| Regularly | <input type="checkbox"/> de manière récurrente |

Educational aims - Finalités éducatives

- | | |
|-------------------------|--|
| Nutritional education | <input checked="" type="checkbox"/> Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> Education relative à l'environnement |
| Other | <input type="checkbox"/> Autre |
| Consumption education | <input checked="" type="checkbox"/> Education à la consommation |
| Civic education | <input type="checkbox"/> Education à la citoyenneté |
| Health education | <input type="checkbox"/> Education à la santé |
| Socio-educative work | <input type="checkbox"/> Travail relationnel/socio-éduc |

Staff / Equipe

- Nombre d'enfants par animateur 16 - 20
Number of children per facilitator
Nombre d'équiv. temps plein 1
Number of full-time people
Prix / Price (Euro)
Journée sans repas 3,75
One day without meal

La Prairie

121 de la Vellerie

7700 Mouscron

Belgique/ België

<http://www.ful.ac.be/hotes/laprairie>

Tél/tel: 32(0)56 -34 20 44

Fax: 32(0)56 -34 20 44

email la.prairie@skynet.be

Coordinateur / coordinator:

Bernard Herlin

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1- 10
Number of children per facilitator

Nombre d'équiv. temps plein 15
Number of full-time people

Prix / Price (Euro)

Journée sans repas 6,5
One day without meal

Le Fagotin

10 Roua

4987 Stoumont

Belgique/ België

<http://www.ful.ac.be/hotes/fagotin>

Tél/tel: 32 (0)80-78 63 46

Fax: 32 (0)80-78 63 46

email Fagotin@skynet.be

Coordinateur / coordinator:

Bernadette Abras

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 5
Number of full-time people

Prix / Price (Euro)

Journée sans repas 8
One day without meal

Le Petit Foriest, Centre d'Education à l'Environnement de la Commune de Woluwe- Saint- Lambert1 Petit Foriest
1472 Vieux-Genappe**Tél/tel:** 32 (0)67 -79 01 12**Fax:** 32 (0)67- 79 05 76

Belgique/ België

email petit.foriest@skynet.be

Coordinateur / coordinator:

<http://www.ful.ac.be/hotes/petitforiest>

Danielle Marvel

Public

- Nursery school pupils Elèves de l'enseignement maternel
 Primary school pupils Elèves de l'enseignement primaire
 Secondary school pupils Elèves de l'enseignement secondaire
 Non schoolgoing public Public non scolaire
 Family Famille
 Handicapped children Enfants handicapés
 Handicapped adults Adultes handicapés
 Urban public Public urbain
 Semi-urban public Public semi-urbain
 Rural public public rural

Stay - Séjour

- Boarding internat
 Non boarding externat
 School activities activité scolaire
 Leisure timeactivities activité extra scolaire
 Holiday trainees ships stage de vacances
 other Autre

Length - Durée

- One day un jour
 One or two weeks une ou deux semaines
 Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
 Environmental education Education relative à l'environnement
 Other Autre
 Consumption education Education à la consommation
 Civic education Education à la citoyenneté
 Health education Education à la santé
 Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 8 - 25
 Number of children per facilitator
 Nombre d'équiv. temps plein 7
 Number of full-time people

Prix / Price (Euro)

- Journée sans repas 6 ou/ or 8
 One day without meal

Schoolhoeve De Campagne14 Gijzelstraat
9031 Drongen
Belgique/ België**Tél/tel:** 32(0)9-2276024**Fax:** 32(0)9-2362510

email /

Coordinateur / coordinator:

Marie-Thérèse Van Lierde

Public

- Nursery school pupils Elèves de l'enseignement maternel
 Primary school pupils Elèves de l'enseignement primaire
 Secondary school pupils Elèves de l'enseignement secondaire
 Non schoolgoing public Public non scolaire
 Family Famille
 Handicapped children Enfants handicapés
 Handicapped adults Adultes handicapés
 Urban public Public urbain
 Semi-urban public Public semi-urbain
 Rural public public rural

Stay - Séjour

- Boarding internat
 Non boarding externat
 School activities activité scolaire
 Leisure timeactivities activité extra scolaire
 Holiday trainees ships stage de vacances
 other Autre

Length - Durée

- One day un jour
 One or two weeks une ou deux semaines
 Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
 Environmental education Education relative à l'environnement
 Other Autre
 Consumption education Education à la consommation
 Civic education Education à la citoyenneté
 Health education Education à la santé
 Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 20
 Number of children per facilitator
 Nombre d'équiv. temps plein 10
 Number of full-time people

Prix / Price (Euro)

- Journée sans repas 0
 One day without meal

't Heuvelhoeveke

24 Den Heuvel
2970 Antwerpen (Schilde)
Belgique/ België

email /

Tél/tel: 32(0)3-3859271

Fax: /

Coordinateur / coordinator:
Frank Vekemans

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 0

Prix / Price (Euro)

Journée sans repas /
One day without meal

Van Cle

11 Moteweg
8510 Marke
Belgique/ België

email /

Tél/tel: 32(0)56-210324

Fax: 32(0)56-228353

Coordinateur / coordinator:
Peter Lowagie

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 16-20
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 6

Prix / Price (Euro)

Journée sans repas 3,5
One day without meal

Abenteuer Spielplatz Fürstfeldbruck

20 Theodor-heuss-Str.
82256 Fürstfeldbruck
Deutschland

email /

Tél/tel: 49(0)8141-34478

Fax: /

Coordinateur / coordinator:
Wencke Semeth

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 2

Prix / Price (Euro)

Journée sans repas /
One day without meal

Abenteuer-Bauspielplatz "Mühlstein"

34a Gneisenauring
39130 Magdeburg
Deutschland

email /

Tél/tel: 49(0)391-7225804

Fax: /

Coordinateur / coordinator:
Lars Göring

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 1

Prix / Price (Euro)

Journée sans repas /
One day without meal

Abenteuerlicher Bauspielplatz Kolle 37

37 Kollwilzstr.
10405 Berlin
Deutschland

email kolle37@gmx.net

Tél/tel: 49 442 81 22
Fax: 49 44 05 11 92

Coordinateur / coordinator:
Martin Sorge

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 5

Prix / Price (Euro)

Journée sans repas 1
One day without meal

Abenteuerspielplatz Fellbach

4 Nurmiweg
70736 Fellbach
Deutschland

email /

Tél/tel: 49(0)711-516148

Fax: /

Coordinateur / coordinator:
Uli Beyerlein

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 2

Prix / Price (Euro)

Journée sans repas /
One day without meal

Abenteuerspielplatz Vaihingen

35 In der Lüsse
70563 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-7354687

Fax: 49(0)711-7354687

Coordinateur / coordinator:
Thomas Müller-Schöll

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 6
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Abenteuerspielplatz Weingarten

81b Bugginger str.
79144 Freiburg

Deutschland

email /

Tél/tel: 49(0)761-445166

Fax: /

Coordinateur / coordinator:
Fred Hauser

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Aktivsp. mit Tieren, Kinderkleblatt Hönow

107 Risaerstr.
12627 Berlin

Deutschland

email /

Tél/tel: 49(0)30-9986223

Fax: 49(0)30-9986223

Coordinateur / coordinator:

Ziegert (Her.)

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 7
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Aktivspielplatz Musberg

54 Böblingerstr
70771 Leinfelden-Echterdingen

Deutschland

email /

Tél/tel: 49(0)711-7541023

Fax: /

Coordinateur / coordinator:

Mep Teufel

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 6
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Birkach

20 Taldorferstr.
70599 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-4570922

Fax: /

Coordinateur / coordinator:
Andreas Wolf

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas
One day without meal

Jugendfarm Böblingen

32 Röhrer Weg
71032 Böblingen
Deutschland

email

Tél/tel: 49(0)7031-274844

Fax:

Coordinateur / coordinator:
Elke Thanner

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 1
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Echterdingen e.V.

15 Goldäckerstr.
70711 Leinfelden-Echterdingen
Deutschland

email /

Tél/tel: 49(0)711-7970893

Fax: /

Coordinateur / coordinator:

Hans-Peter Manuel

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 5
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Elsental e.V.

3 Im Elsental
70569 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-6872089

Fax: /

Coordinateur / coordinator:

Manu Haas

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 9
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Filderstadt e.V.

1 Im Lorrain
70794 Filderstadt
Deutschland

email /

Tél/tel: 49(0)711-7775367

Fax: /

Coordinateur / coordinator:
Henning Biehal

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input checked="" type="checkbox"/> | Public non scolaire |
| Family | <input type="checkbox"/> | Famille |
| Handicapped children | <input checked="" type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input type="checkbox"/> | Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> | Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input checked="" type="checkbox"/> | activité extra scolaire |
| Holiday trainees ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input checked="" type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input checked="" type="checkbox"/> | Education à la consommation |
| Civic education | <input checked="" type="checkbox"/> | Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> | Education à la santé |
| Socio-educative work | <input checked="" type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

- Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 3
Number of full-time people

Prix / Price (Euro)

- Journée sans repas /
One day without meal

Jugendfarm Freiberg-Rot

99 Balth. Neumannstr.
70437 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-8402215

Fax: /

Coordinateur / coordinator:
Hans-Joerg Traut

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input checked="" type="checkbox"/> | Public non scolaire |
| Family | <input type="checkbox"/> | Famille |
| Handicapped children | <input checked="" type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input type="checkbox"/> | Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> | Public semi-urbain |
| Rural public | <input type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input checked="" type="checkbox"/> | activité extra scolaire |
| Holiday trainees ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input checked="" type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input checked="" type="checkbox"/> | Education à la consommation |
| Civic education | <input type="checkbox"/> | Education à la citoyenneté |
| Health education | <input type="checkbox"/> | Education à la santé |
| Socio-educative work | <input type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

- Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

- Journée sans repas
One day without meal

Jugendfarm Ludwigsburg

3 Im Riedle
71638 Ludwigsburg
Deutschland

email /

Tél/tel: 49(0)7141-89407

Fax: /

Coordinateur / coordinator:
Hans-Peter Gramespacher

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Möhringen

111 Balingenstr.
70567 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-6872226

Fax: /

Coordinateur / coordinator:
Verena Huber

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Neckarsulm

Reisachmühle
74172 Neckarsulm
Deutschland

email /

Tél/tel: 49 (0)7132- 82300

Fax: /

Coordinateur / coordinator:
Elfriede Wemer

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 0
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Stuttgart Süd

15-27 Etzelstrasse
70437 Stuttgart
Deutschland

email /

Tél/tel: 49(0)711-6402473

Fax: /

Coordinateur / coordinator:
Georg Widmaier

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Ulm

30 Unterer Kuhberg
89077 Ulm

Deutschland

email /

Tél/tel: 49(0)731-34042

Fax: /

Coordinateur / coordinator:

Gibxy Wagner

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 1
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendfarm Wuppertal

167 Rutenbecker Weg
42328 Wuppertal

Deutschland

email /

Tél/tel: 49(0)202-741901

Fax: 49(0)202-746185

Coordinateur / coordinator:

Andrea Hedemann

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator

Nombre d'équiv. temps plein 5
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Jugendhof Heidelberg

2 Hangäckerhöfe
69126 Heidelberg
Deutschland

email /

Tél/tel: 49 (0)6221 31 44 01

Fax: /

Coordinateur / coordinator:
Werner Wecker

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure time activities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator
Nombre d'équiv. temps plein 3
Number of full-time people

Prix / Price (Euro)

Journée sans repas
One day without meal

Kinder-und Jugendbauernhof Kiel

250 Skandinavindamm
24109 Kiel
Deutschland

email /

Tél/tel: 49(0)431-520322

Fax: 49(0)431-524202

Coordinateur / coordinator:
Ben McCulloch

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure time activities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 -10
Number of children per facilitator
Nombre d'équiv. temps plein 7
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinder-und Jugendf. Dreieichhörnchen

110 Sudetenring
63303 Dreieich
Deutschland

email /

Tél/tel:

Fax: /

Coordinateur / coordinator:

Elmar Hossfeld

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 1
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinder-und Jugendfarm Bremen

40a Ohser str.
28279 Bremen
Deutschland

email /

Tél/tel: 49(0)421-832798

Fax: /

Coordinateur / coordinator:

Susanne Molis

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 7
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinder-und Jugendfarm Spielwiese Dresden

21 Hauptstrasse
01474 Dresden
Deutschland

email /

Tél/tel: 49(0)351-2691114

Fax: /

Coordinateur / coordinator:

Sabine Klemm

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinderbauernhof auf dem Görlitzer

59 Wiener/Liegnitzerstr.
10999 Berlin
Deutschland

email /

Tél/tel: 49(0)30-6117424

Fax: /

Coordinateur / coordinator:

Team

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 2
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinderbauernhof Pinke Panke

15-18 Bahnhofstr.
13187 Berlin
Deutschland

email /

Tél/tel: 49(0)30-47539564

Fax: /

Coordinateur / coordinator:

Annett Rose Sorge

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 5
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kinderfarm und Aktivspielplatz Birkenhof

2 An der Pfaffenbach
02703 Hartau-Zittau

Deutschland

email birkenfarm@aol.com

<http://pillmembers.aol.com/birkenfarm>

Tél/tel: 49 03583/68 57 85

Fax:

Coordinateur / coordinator:

Helga Herfort

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator

Nombre d'équiv. temps plein 0
Number of full-time people

Prix / Price (Euro)

Journée sans repas 1
One day without meal

Kinderzentrum Zellerau

19 Wilhelm-Dahlstr.
97082 Würzburg
Deutschland

email /

Tél/tel: 49(0)931-42663

Fax: /

Coordinateur / coordinator:
Horst Wagner

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 2

Prix / Price (Euro)

Journée sans repas /
One day without meal

Kontiki Mundenhof

Mundenhof
79111 Freiburg
Deutschland

email /

Tél/tel: 49(0)761-201-6593

Fax: 49(0)761-201-6598

Coordinateur / coordinator:
Anita Kersten-Rauch

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 3

Prix / Price (Euro)

Journée sans repas /
One day without meal

Münchner Kinder-und Jugendfarm

9 Ehrenburgstr.
81249 München
Deutschland

email /

Tél/tel: 49(0)89-8711287

Fax: /

Coordinateur / coordinator:

Barbara Thielemann

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1 - 10
Number of children per facilitator

Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Rabauki Bauspielplatz

31 Fludersbach
57074 Siegen
Deutschland

email /

Tél/tel: 49(0)271-3356830

Fax: 49(0)271-3356830

Coordinateur / coordinator:

Frank Klöckner

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 11 - 15
Number of children per facilitator

Nombre d'équiv. temps plein 0
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Wildpark Sommerhausen

1 Michael Brand Str.
97078 Würzburg
Deutschland

email /

Tél/tel: 49(0)931-282976

Fax: /

Coordinateur / coordinator:
Hilde Schmidt

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure time activities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 1-10
Number of children per facilitator
Nombre d'équiv. temps plein 5
Number of full-time people

Prix / Price (Euro)

Journée sans repas /
One day without meal

Azienda agricola Bolognesi "la Vignaccia"

7 via delle Vigne
47100 Forli

Italia

email /

Tél/tel: 39-0543-479391

Fax: /

Coordinateur / coordinator:
Laura Bolognesi

Public

Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

Boarding internat
Non boarding externat
School activities activité scolaire
Leisure time activities activité extra scolaire
Holiday trainees ships stage de vacances
other Autre

Length - Durée

One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

Nombre d'enfants par animateur 11-15
Number of children per facilitator
Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas 45
One day without meal

Azienda agricola Giunchi

1100 via Tranzano
47023 Cesena

Italia

email /

Tél/tel: 39-0547-300315

Fax: /

Coordinateur / coordinator:

Enrico Giunchi

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input type="checkbox"/> | Public non scolaire |
| Family | <input checked="" type="checkbox"/> | Famille |
| Handicapped children | <input checked="" type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input checked="" type="checkbox"/> | Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> | Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input checked="" type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input checked="" type="checkbox"/> | activité extra scolaire |
| Holiday trainies ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input checked="" type="checkbox"/> | Education à la consommation |
| Civic education | <input type="checkbox"/> | Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> | Education à la santé |
| Socio-educative work | <input type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

Nombre d'enfants par animateur 21 - 25
Number of children per facilitator

Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas 45 /group
One day without meal

Azienda agricola "il Farro"

351 via Ribano Canonica
47039 Savignano

Italia

email /

Tél/tel: 39-0541-944418

Fax: /

Coordinateur / coordinator:

Renzo Bonini

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input type="checkbox"/> | Public non scolaire |
| Family | <input type="checkbox"/> | Famille |
| Handicapped children | <input type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input checked="" type="checkbox"/> | Public urbain |
| Semi-urban public | <input checked="" type="checkbox"/> | Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input checked="" type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input type="checkbox"/> | activité extra scolaire |
| Holiday trainies ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input checked="" type="checkbox"/> | Education à la consommation |
| Civic education | <input type="checkbox"/> | Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> | Education à la santé |
| Socio-educative work | <input type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

Nombre d'enfants par animateur 21 - 25
Number of children per facilitator

Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas 45
One day without meal

Azienda agricola "le Radici"

36 via Borgo Sica
47100 Forli

Italia

email /

Tél/tel: 39-0543-799239

Fax: /

Coordinateur / coordinator:
Massimo Brasini

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainies ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 11-15
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 3

Prix / Price (Euro)

- Journée sans repas 45
One day without meal

Azienda agricola Rivalta

118 via Lughese
47100 Forli

Italia

email /

Tél/tel: 39-0543-756251

Fax: /

Coordinateur / coordinator:
Marco Rivalta

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainies ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur >25
Number of children per facilitator
Nombre d'équiv. temps plein
Number of full-time people 3

Prix / Price (Euro)

- Journée sans repas 50
One day without meal

Azienda agricola Zoffoli

1770 via Dozzia
47020 Longiano

Italia

email /

Tél/tel: 39-0547-23465

Fax: /

Coordinateur / coordinator:

Claudio Zoffoli

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input type="checkbox"/> | Public non scolaire |
| Family | <input type="checkbox"/> | Famille |
| Handicapped children | <input checked="" type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input checked="" type="checkbox"/> | Public urbain |
| Semi-urban public | <input type="checkbox"/> | Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input checked="" type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input type="checkbox"/> | activité extra scolaire |
| Holiday trainies ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input type="checkbox"/> | Education à la consommation |
| Civic education | <input type="checkbox"/> | Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> | Education à la santé |
| Socio-educative work | <input type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

Nombre d'enfants par animateur 21 - 25
Number of children per facilitator

Nombre d'équiv. temps plein
Number of full-time people

Prix / Price (Euro)

Journée sans repas 45
One day without meal

Azienda agrituristica "il Biancospino"

21 via Giucciardi
41010 Ravarino

Italia

email franco.ghelfi@mail2.dex.net.com

Tél/tel: ?

Fax: 39-059-905311

Coordinateur / coordinator:

Franco Ghelfi

Public

- | | | |
|-------------------------|-------------------------------------|-------------------------------------|
| Nursery school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement maternel |
| Primary school pupils | <input checked="" type="checkbox"/> | Elèves de l'enseignement primaire |
| Secondary school pupils | <input type="checkbox"/> | Elèves de l'enseignement secondaire |
| Non schoolgoing public | <input type="checkbox"/> | Public non scolaire |
| Family | <input type="checkbox"/> | Famille |
| Handicapped children | <input checked="" type="checkbox"/> | Enfants handicapés |
| Handicapped adults | <input type="checkbox"/> | Adultes handicapés |
| Urban public | <input type="checkbox"/> | Public urbain |
| Semi-urban public | <input type="checkbox"/> | Public semi-urbain |
| Rural public | <input checked="" type="checkbox"/> | public rural |

Stay - Séjour

- | | | |
|------------------------|-------------------------------------|-------------------------|
| Boarding | <input type="checkbox"/> | internat |
| Non boarding | <input type="checkbox"/> | externat |
| School activities | <input type="checkbox"/> | activité scolaire |
| Leisure timeactivities | <input checked="" type="checkbox"/> | activité extra scolaire |
| Holiday trainies ships | <input type="checkbox"/> | stage de vacances |
| other | <input type="checkbox"/> | Autre |

Length - Durée

- | | | |
|------------------|-------------------------------------|-----------------------|
| One day | <input checked="" type="checkbox"/> | un jour |
| One or two weeks | <input type="checkbox"/> | une ou deux semaines |
| Regularly | <input type="checkbox"/> | de manière récurrente |

Educational aims - Finalités éducatives

- | | | |
|-------------------------|-------------------------------------|--------------------------------------|
| Nutritional education | <input checked="" type="checkbox"/> | Education nutritionnelle |
| Environmental education | <input checked="" type="checkbox"/> | Education relative à l'environnement |
| Other | <input type="checkbox"/> | Autre |
| Consumption education | <input type="checkbox"/> | Education à la consommation |
| Civic education | <input type="checkbox"/> | Education à la citoyenneté |
| Health education | <input checked="" type="checkbox"/> | Education à la santé |
| Socio-educative work | <input type="checkbox"/> | Travail relationnel/socio-éduc |

Staff / Equipe

Nombre d'enfants par animateur 11- 15
Number of children per facilitator

Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

Journée sans repas 2,5
One day without meal

Azienda agrituristica Turina (Torino)

16 via Tagliarea
10060 Brictherasio

Italia

email /

Tél/tel: 39-0121-59257

Fax: 39-0121-59257

Coordinateur / coordinator:
Rossalia Turina

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainies ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 16 - 20
Number of children per facilitator
Nombre d'équiv. temps plein 4
Number of full-time people

Prix / Price (Euro)

- Journée sans repas 1
One day without meal

Caschina Falchera

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Torino

Italia

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Fax: 39-011-2622189

Coordinateur / coordinator:
Luca Palese

Public

- Nursery school pupils Elèves de l'enseignement maternel
Primary school pupils Elèves de l'enseignement primaire
Secondary school pupils Elèves de l'enseignement secondaire
Non schoolgoing public Public non scolaire
Family Famille
Handicapped children Enfants handicapés
Handicapped adults Adultes handicapés
Urban public Public urbain
Semi-urban public Public semi-urbain
Rural public public rural

Stay - Séjour

- Boarding internat
Non boarding externat
School activities activité scolaire
Leisure timeactivities activité extra scolaire
Holiday trainies ships stage de vacances
other Autre

Length - Durée

- One day un jour
One or two weeks une ou deux semaines
Regularly de manière récurrente

Educational aims - Finalités éducatives

- Nutritional education Education nutritionnelle
Environmental education Education relative à l'environnement
Other Autre
Consumption education Education à la consommation
Civic education Education à la citoyenneté
Health education Education à la santé
Socio-educative work Travail relationnel/socio-éduc

Staff / Equipe

- Nombre d'enfants par animateur 11 - 15
Number of children per facilitator
Nombre d'équiv. temps plein 7
Number of full-time people

Prix / Price (Euro)

- Journée sans repas 0
One day without meal

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Biegärteln leicht gemacht, von Igor Sentjurs, Tomus Verlag München, ISBN : 3-8231-0504-3

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Associations de références

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4890 Thimister
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Fax 02/734 92 50
0800/15 800 (ligne verte)

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1050 Bruxelles
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8200 St Andries

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1040 Brussel

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3721 Kortesseem

VELT (Vereniging voor Ecologisch Leef- en Teeltwijzen)
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DGE - Deutsche Gesellschaft für Ernährung e .V.

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