

MEDITERRANEAN AND DIET

Mediterranean is the only sea located in between three continents and has its own climate, vegetation, culture and food. These features make it a very special geography which attracts man for thousands and thousands of years.

Mediterranean is the oldest humanised landscaped in the world. Nowhere has mankind had a greater effect on his environment or left continuous, detailed and abundant evidence of his activities. The oldest known civilizations of Assyrian, Sumerian, Egypt, Hittite, Greek, Persian, Roman, Ottoman, etc. were established along its fertile coasts.

Mediterranean is also the place where mankind's exploitation of the land began, and where it has run its full cycle. First plants and animals were domesticated here and man started to till the ground and grow crops for the first time.

In order to provide the basic food on which we are dependent and energy with which we cook, we have dramatically altered the landscape around us. In search of exotic flavors new continents were discovered. Frequent fights broke out to capture the land which is the only and absolute source of food together with the sea. Population growth and hunger constitute two of the major global issues we are all facing right now.

Nutrition is an essential biological process so we have to eat and cook. Inspecting the life history of man from this point of view with a holistic approach might be an interesting and challenging adventure for all of us to understand what is going on around us, around the Mediterranean.

Formulation of worksheets:

The ten worksheets given below have been formulated in a way to offer flexibility and freedom to the participants who are supposed to work on these. So, we merely tried to put the basic guidelines to allow meaningful comparisons between schools and countries.

WS 1: MEDITERRANEAN FOOD RECIPES

• TRADITIONAL FOOD RECIPE

Each participating school (PS) should prepare at least two recipes (one meal and one sweet dessert) of a traditional or typical food to the region or to the country. The food selected is expected to be cooked, served and consumed (eaten) by the participants themselves. This can also be organized in form of a SEMEP Activity Show for the whole school.

The recipe should have;

- Information about its historical background (if available)
- Information on its traditional importance (if available)
- Introduction of the ingredients, their relations to the region and to the country
- The amounts of the ingredients
- Inf. on cooking procedure
- Inf. on serving procedure
- Photos of the food taken at any different stage of preparation.

The recipes and photos copied from the cooking books are not welcomed.

• NATURAL FOOD RECIPE

Natural or organic cuisine where only the wild or naturally grown (without fertilizers, pesticides, enzymes, etc.) plant and animal products are used is becoming more and more popular. So each PS is expected to prepare a natural or organic food recipe common for their region. The recipe should have the same information itemized above

The recipes prepared by the schools should be shared with as many as possible other (national and/or international) SEMEP schools (SS) by any type of communication channel. By this way, SSs will have a whole set of “Mediterranean Food Recipes” collection.

WS 2: MEDITERRANEAN MEDICINAL PLANTS

Supplementing our diet with wild or natural foods will help us live a longer, healthier life. We eat a diet high in calories and low in vitamins, minerals, and fiber, and we consume large amounts of artificial chemicals. Wild foods have more vitamins, minerals, and fibers than anything else, so that they combat the sub-clinical deficiencies, as do vitamin supplements. Wild foods also have all the enzymes and cofactors, some still undiscovered, that make the nutrients work better.

Each PS should work on at least one medicinal plant typical or widely used around their area. An introductory brochure is to be produced by the participants having information on:

- The scientific name
- Local, regional, national names
- Historical or mythological background
- Description and identification of the plant- photos and/or sketches
Leaves, flowers, fruits or seeds, roots, thorns, shoots, barks
- Natural habitat
- Its active ingredients
- Its healing effect on the body
- Preparation
- Cautions

The medicinal plant selected is expected to be studied and photographed/sketched by the participants themselves. This can also be organized in form of a SEMEP Activity Show for the whole school.

The brochures prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Mediterranean Medicinal Plants” collection.

WS 3: MEDITERRANEAN, MYTHOLOGY AND PLANTS

Each PS should prepare a document on the mythology of at least one plant species (herb, shrub, tree; etc.). The document should be enriched with photos, poetry, proverbs, beliefs, and anecdotes.

The document prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channels. By this way, SSs will have a whole set of “Mediterranean, Mythology and Plants” collection.

WS 4: MEDITERRANEAN, GAME AND GAME ANIMALS

Each PS should prepare a report on the history of game, its relation to nature and introduce at least one game animal typical for their region. The report should focus on interaction between game and diet and discuss on hunting ethic.

The introduction of game animal should contain the information on;

- Scientific name
- Local, regional, national names
- Biology
- Habitat description
- Mythology (if available)
- Reasons for hunting that particular species
- Legal status of hunting and conservation efforts
- State of population

The report prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Mediterranean, Game and Game Animals” collection.

WS 5: MEDITERRANEAN MARINE BIODIVERSITY AND FOOD

Each PS should prepare a file on at least one fish species and one sea (or fresh water) plant species in relation with food and environmental impact. The file on fish and sea plant species, should contain information about;

- Scientific name
- Local, regional, national name
- Biology
- Habitat description
- Fishing procedures- over-fishing (if exists)
- Conservation efforts
- Price of a kilo fish
- Recipe

The file prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Mediterranean Marine Biodiversity and Food ” collection.

WS 6: FARMING AROUND MEDITERRANEAN

Each PS should prepare a report on farming activities (grain, vegetable, fruit, poultry, livestock, farming) around their region in particular and around Mediterranean in general. Report should have a historical view and study the differences between traditional and modern farming technologies and their impacts on environment. Participants are expected to find links between production processes and environmental impacts, such as deforestation, soil erosion, water, soil, air pollution, immigration, etc.

Each PS should study the ancient ways of grain grinding and olive pressing techniques and devices and include this to the report. This study can be enriched with photos and sketches.

The report prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Farming Around Mediterranean” collection.

WS 7: STRANGERS IN THE MEDITERRANEAN

Many plant and animal species not native to Mediterranean arrived in as a consequence of differing reasons, such as geologic activities, climate changes, trade, discoveries, etc. and turned to be native species.

Each PS should study the immigration story of at least one plant and one animal species. The presentation of the immigration story can be supported by photos, maps, sketches, etc. It is recommended to select species having high nutritive quality.

In addition to this, each PS should study and write a report on the relations between food and discoveries (cape of Good Hope, America, etc.).

The presentation prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Strangers in the Mediterranean” collection.

WS 8: HOW MUCH FOOD WE CONSUME IN ONE YEAR

It might be quite interesting to think about how much bread or salt one person or my family consumes in a year. To produce this amount how much land or resource is needed? How much food is wasted? Can we minimize food waste? These are curiosity arising and provocative questions.

Each PS will try to find out or estimate the amount of food a SEMEP student and SEMEP student’s family consumes in a year. Family results than will be converted into average one person consumption.

A SEMEP student team will work on the amount of food consumed and the amount of food wasted at the school restaurant (if there is one) in a month and in a school term. They will try to find out the major reasons of food waste and to develop measures to minimize it. They can organize campaigns of any sort to achieve this goal at the school level.

The food consumption studies must be carried out on monthly basis and cover only bread, tomatoes, potatoes, rice, sugar, olive oil, oranges, apples, macaroni, meat (poultry, fish, beef, lamb, etc.).

At the beginning of each month the results of the average food consumption based on one person per month should be listed by items (10 items given above) and shared by the PS.

The reports on food consumption prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “How Much Food We Consume in One Year” collection.

WS 9: FOOD PYRAMID

Each PS should develop a food pyramid based on the amount of consumed food and beverages.

WS 10: ANECDOTES ON DIET

Each PS should find or preferably create at least two anecdotes and two cartoons concerning Mediterranean diet.

The anecdotes and cartoons prepared by the SS should be shared with as many as possible other (national and/or international) SS by any type of communication channel. By this way, SSs will have a whole set of “Mediterranean Anecdotes on Diet” collection.