

migrant  
*literacies*



Co-funded by the  
Erasmus+ Programme  
of the European Union

The contents of this publication  
are the sole responsibility  
of the author and can in no way  
be taken to reflect the views  
of the European Commission.

# Food, nutrition and E-shops

by Tartu Folk High School

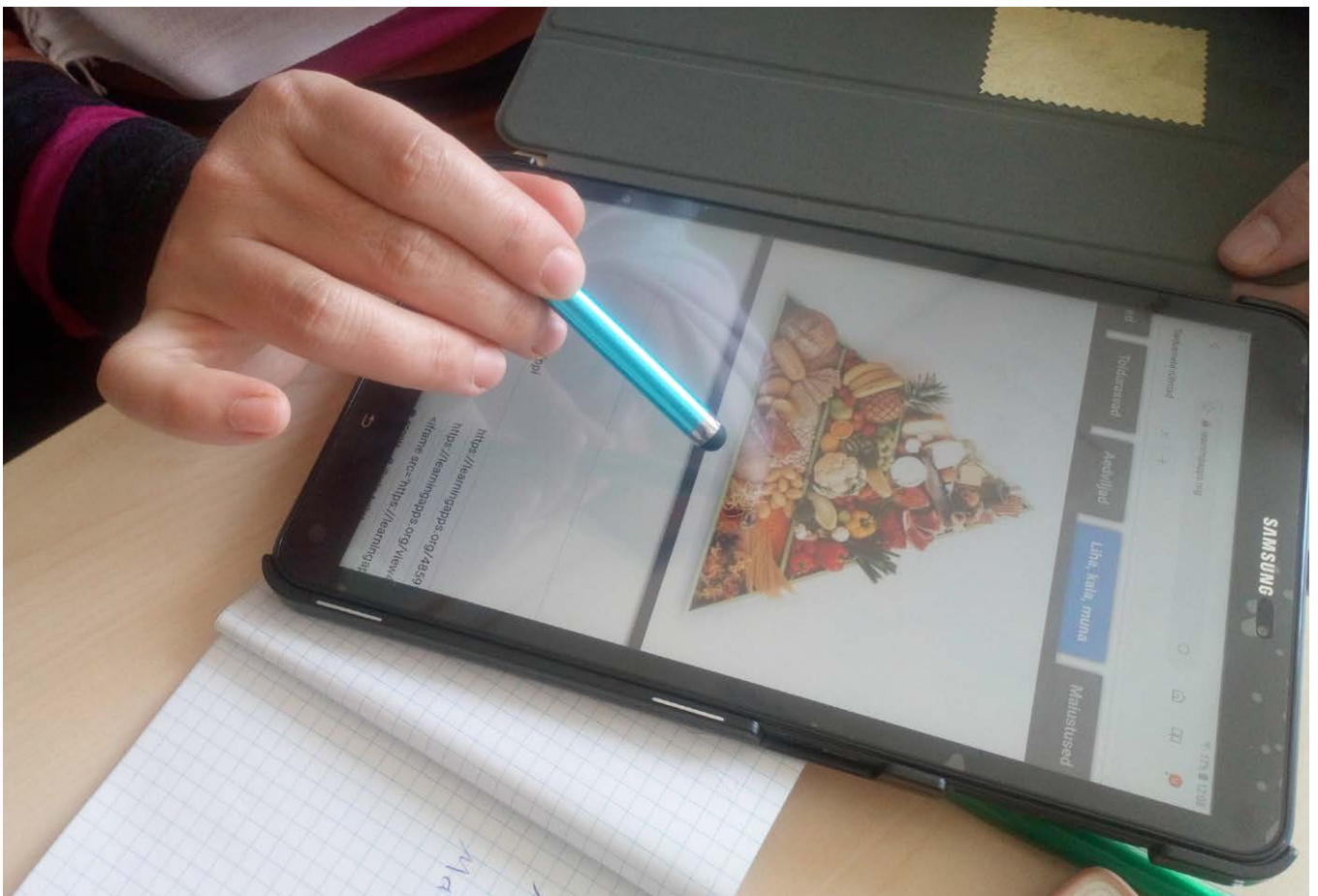
The main purpose of the workshop was to introduce local food and scientifically approved nutritional recommendations for northern countries. It's important to rise awareness about health when you move to another climate zone. During the activity they learned many new food items and words that are very common here. We also used Google Translate's picturing function to understand more about what we exactly eat, and to find out does the food contain any allergens or something unwanted like pork.

Another aim was to try online grocery shopping. Online grocery shopping saves a lot of time and energy if you have big family. They hadn't heard about that before, so it was a like a woooah-experience for them.

# GENERAL DESCRIPTION

SHORT SUMMARY	In this workshop students find out more about local food and local nutritional recommendations (food pyramide); how to read and understand ingredients what the food is made up; how to do shopping from e-gocery stores and how to compare prices.
TARGET GROUP	Size: 4-10 people Age: 20-50 y Literacy level: basic, language level A1-A2. Digital literacy req: basic commands, Estonian keyboard, changing language, Google translator, Google search
TIME	3 x 90 min total 6 hrs
FORM	Inclusion in regular classes and learning outside the classroom.
SPACE	Classroom with wi-fi or mobile internet (4G)
TOPICS COVERED	My everyday food; local food and ingredients of local food on food packages; food pyramide and local nutritional recommendations.
TOOLS	<ul style="list-style-type: none"><li>• Smartphones, tablets (also computers can be used)</li><li>• Google Maps</li><li>• local transportation apps and websites</li></ul>
OBJECTIVES	<ul style="list-style-type: none"><li>• To get to know local food;</li><li>• to understand food labels using Google Translator;</li><li>• to be aware of local nutritional recommendations (in our case Nordic diet pyramid);</li><li>• to be able to use e-grocery stores and to compare prices.</li></ul>

<p>LINGUISTIC SKILLS</p>	<ul style="list-style-type: none"> <li>• The vocabulary needed to use e-services (to use e-grocery store).</li> <li>• Basic vocabulary to talk about everyday nutrition.</li> <li>• Basic vocabulary to read food package labels and to navigate in e-grocery store</li> </ul>
<p>DIGITAL/ MEDIA LITERACY REFERENCE</p>	<p>New arrivals learn how to understand what is the food made up, what are the ingredients; how to read food package labels using Google Translator; what information could be found in e-grocery stores; how to compare prices.</p>



# STEP BY STEP DESCRIPTION

## STEP 1

---

### Time

1 hour

### Objective

- to extend the vocabulary;
- to get to know local food and local nutrition recommendations;
- to know how to group food items into bigger food groups in order to find a certain food easier from the store (e.g milk products, cereals, fats and oils, etc)

### Material

- Local food pyramid;
- labels with food items and food groups;
- learningapps game

### Literacy skills

- digital
- linguistic
- alphabetic

### Activity description

*Setting up, getting to know local food and local food recommendations*

Let's look at the food pyramid on the class wall. Students name the items they know and say whether they like or dislike it, how often they eat something, etc. Students analyse their everyday diets and say a few things what they should eat more or less according to the local food pyramid. They could also say what they would like to try.

Group foods into food groups or/ and match pictures with words using learningapps.org (e.g smth like this: <https://learningapps.org/4031123> )

### Comments:

Avoid criticizing their eating habits.

## STEP 2

---

### Time

30 min.

### Objective

Students use their newfound vocabulary; they also know where to find these words.

### Material

- paper
- pen
- learningapps play and/or Google Translator

### Literacy skills

- digital
- linguistic

### Activity description

Write down their usual daily menu. Students can use learningapps play to recall the food items. Then they compare their menu with each other (I eat this, but my costudent eats that).

## STEP 3

---

### Time

1 hour

### Objective

- to recall previously learned skills and vocabulary;
- to use Google Translator camera function;
- to practice right spelling;
- to use local language keyboard;
- to understand local food ingredients.

### Material

- Google Translator; food packages

### Literacy skills

- digital
- linguistic

### Activity description

*Let's find out what we actually eat*

Students and teacher bring some food packages to the class. Students have to find familiar words first and then they try to figure out what are the ingredients using Google Translator camera function and also to tip some words into Google Translator in order to practice right spelling and local keyboard.

## STEP 4

---

### Time

30 min.

### Objective

- to make a personal vocabulary of widely used food ingredients;
- to practice right spelling;
- to use Google Translator

### Material

- public transportation websites and apps

### Literacy skills

- digital
- linguistic

### Activity descriptio

Students find ingredients that are repetitive and make their own vocabulary list. This is the list they can put on their refrigerator door to recall some ingredients if needed.

### Comments:

Pay special attention to spelling.

## STEP 5

---

### Time

45 min.

### Objective

- to recall recently learnt vocabulary;
- to navigate in e-shop;
- to compare prices

### Material

- e-shop websites; also a worksheet could be useful to write down found items and prices but students can just take notes to a pice of paper as well.

### Literacy skills

- digital
- linguistic

### Activity descriptio

*Let's go shopping*

Recall the food groups first. Go to the e-grocery store, look at the food groups lists and open some to have a review of familiar food products. Then let students search for simple items (e.g carrots, potatoes, milk). Let them compare sizes and prices. Pay attention to the price per kg.

## STEP 6

---

### Time

45 min.

### Objective

- to use e-shops independently;
- to compare different e-shops

### Material

- e-grocery stores websites

### Literacy skills

- digital
- linguistic

### Activity descriptio

Make your own weekly shopping list and try to find everything from an e-shop. Do the same thing twice, but use different e-shops. Compare which e-shop would you use and why (cheaper prices, more convenient to use, bigger choice, more information)

### Comments:

Encourage students to ask help.

