

1. Name of the project: The bread of the world

2. Subjects covered from STEAM areas: Mathematics, Arts, IT, Technology, Geography

3. Target group (age range and size of the group): 14-15 y.o., 15 pupils

4. Duration of the activity: 11 lessons

5. Key words: bread, nutrition, traditions, arts

6. Key sentence describing context of the activity, followed by short description (200 words):

Discover bread in your culture through traditions, composition and art.

Analyze the variety of bread and its products in the country, get acquainted with the grain used in bread production, remember bread-related traditions (by reading texts, listening to stories), illustrate bread using different techniques, distinguish different forms, compare recipes and nutritional values of different bread products, apply the selected recipes for making different organic bread products and taste them.

7. Description of the activity environment, including the list of materials and tools needed:

Activities require traditional classrooms spaces, as well as possibility to visit grocery shops for data collection and local vocational school or bakery for bread baking experience (including the raw materials: rye grain, etc.).

Activities performed in the groups using PCs or tablets for data collection and analysis. Art lessons required tools for visual arts (traditional or digital).

8. Step by step, detailed description of the activity, including teaching and learning strategies:

The activity consists of steps designed to introduce pupils to:

- Availability of bread products in different countries.
- Cereals used in bread production.
- Energy and nutritional value and price of bread products.
- Bread in folklore and visual arts.
- Educational programme 'Baking bread'.
- Processing and presentation of results.

Steps:

1. Searching and processing of material and information.

The pupils worked in groups, collected and studied their own information about the types of bread found around the world, researched different grocery shops and looked at the range of bread products on offer. They compared and analysed the nutritional and energy value of selected bread products and their composition. They researched and sourced the recipes of the first bread and collected recipes of bread used today, calculated and compared the prices of bread products in different supermarket chains.

2. Summary and presentation of the information to each other in presentations prepared in IT lessons.

3. Illustration of the proverbs and other oral tradition forms about bread in art lessons.

4. In cooperation with the Gymnasium's social partners (vocational school with food technology specialisation), the pupils took part in an educational lesson about bread and bread baking. They learned about bread baking customs and rituals, family traditions. The pupils shaped and baked rye bread in the oven using the raw materials provided.

5. Experience may be extended by sharing the presentations with the peers (partner schools) in other countries to compare and discover the variety of bread products and

cultural aspects.

9. Learning objectives/competencies:

Objectives:

- To learn about the bread-making traditions of different countries, the importance of bread in human life and its journey from the sowing of rye to a slice of bread.
- To analyse the availability of bread products in different countries.
- To learn about the grains used in bread production, to apply recipes and to calculate nutritional values and prices.
- Recall the customs associated with bread.
- Use different techniques to draw bread, distinguishing different shapes and illustrating riddles and proverbs,
- To make different bread products and taste them.
- To foster respect for bread and for the person who grows it, to encourage pupils to adopt the experience and traditions of our ancestors and to treat bread with respect.

Competences to be developed:

- Communication - the ability to communicate, gather, exchange and convey information;
- Social - the ability to work cooperatively, taking on different roles and responsibilities;
- Cognitive - curiosity about new things;
- Subject competences - natural and social sciences, mathematics, IT, artistic, citizenship.

10. Evaluation/Assessment guidelines:

Reflection-based self-evaluation sheets for experience and hands-on activities.

Criterion-based rubrics for presentation evaluation

11. Lessons learned:

Pupils worked independently in groups, organising and coordinating activities, strengthening their ability to integrate and apply knowledge and skills. Active group work, knowledge consolidated in practical activities, pupils encouraged to act, search, express themselves, make choices (activities, means of action) and make decisions independently. They learnt to integrate activities in multi-subject lessons. The project showed students' personal initiatives, practical research activities and skills for real life. Dissemination of the project results is foreseen in order to benefit not only the direct participants but also other pupils. It is planned to decorate the cafeteria area of the Gymnasium with the students' artwork and photographs.

12. Additional information/Links:

13. Contact person:

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