

# STUDENT'S GUIDELINE

## YOU ARE WHAT YOU EAT



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**PROJECT DETAILS**

SCHOOL YEAR	2016-2017	
SCHOOL YEAR LEVEL	DBH 1	
TERM		
SESSIONS	38 hours at least	
TITLE	<b>YOU ARE WHAT YOU EAT</b>	
SUBJECTS	Mathematics, Science, Languages, PE, Arts, ICTs	
UNIFYING THREADS (DRIVING QUESTIONS)	<p>Why is it so important to have a balanced diet?</p> <p>What does a balanced diet mean? What makes a balanced diet?</p> <p>Are the soil, the climate, the food and humanity linked?</p> <p>Does a balanced diet guarantee health?</p>	
KEY COMPETENCES	A: TRANSVERSAL COMPETENCES	
	COMPETENCE (EU)	TASKS
	1.Learning to learn	4-9-10-14-15-16-19-24-25-28
	2.Sense of initiative and entrepreneurship	3-4-5-6-7-8-9-10-14-16-19-21-24-25-27-28
	3.Social and civic	1-3-5-6-7-10-13-14-15-16-18-19-24-25-27-28
	B: SUBJECT COMPETENCES	
	COMPETENCE (EU)	TASKS
	4.Communicating in the mother tongue	10-14-20-21-22-26-27-28
	5.Communicating in a foreign language	22-23-26
	6.Digital	3-4-5-28
7.Mathematical, scientific and technological	6-7-11-12-13-15-16-17-19-27-28	
8.Cultural awareness and expression		





<p>MULTIPLE INTELLIGENCES</p>	INTELLIGENCE	TASKS
	1. Interpersonal	1-3-4-5-6-7-10-12-13-14-15-16-18-19-24-25-26-27-28
	2. Intrapersonal	1-3-4-8-9-10-13-14-18
	3. Visual-spatial	10-14-16-17-19
	4. Bodily-kinesthetic	16
	5. Musical-rhythmic	
	6. Verbal-linguistic	2-5-6-7-10-14-19-20-21-22-23-26-27
	7. Logical-mathematical	6-7-11-12-13
	8. Naturalistic	11-12-13-15-16-17-19-27-28
<p>DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES</p> <p><b>What do we want students to understand?</b></p> <p>(COMPREHENSION GOALS)</p>	<p>DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES</p>	
	<p>MAIN OBJECTIVE:</p> <p><b>To be aware of the importance of a healthy diet.</b></p>	
	<p><b>0.General objectives</b></p> <p>0.1. Learning to work in teams</p>	
	<p><b>1.Science:</b></p> <p>1.1. Analyse and learn in season vegetables</p> <p>1.2. Classify and distinguish food and nutrients, and learn their functions</p>	
	<p><b>2.Mathematics:</b></p> <p>2.1. Use different mathematical expression, such as, fractions and percentages to give information.</p> <p>2.2. Use different mathematical expressions, such as, charts and graphics to give</p>	



	<p>information.</p> <p><b>3.Mother tongue:</b></p> <p>3.1. Improve communicating and writing skills</p> <p><b>4.English:</b></p> <p>4.1. Learn specific vocabulary: Vegetables, fruits, cooking verbs...</p> <p>4.2. Learn the imperative.</p> <p>4.3. Improve writing skills</p> <p><b>5.P.E:</b></p> <p>5.1. To be aware of the effect of nutrition and physical exercise on our health.</p>
PROJECT PRESENTATION	Specified in the 2nd task.
FINAL PRODUCT	<p><b>Together:</b></p> <p>Write a paper and digital booklet. Publish and disseminate it.</p> <p>Vegetable garden.</p> <p><b>In groups:</b></p> <p>Each team will write two pages.</p> <p>Arrange a piece of the vegetable garden, sow or plant, look after it and monitor it.</p> <p>Cook salads with different types of lettuces from the vegetable garden.</p>



## SEQUENCE OF TASKS

Tasks in bold are necessary, and the rest are optional. They depend on the teachers involved in the project and the school facilities.

### A. PREVIOUS TASKS

1. **Task: Team dynamics**
2. **Task: Project presentation**
3. **Task: Team planning**
4. **Task: What I know-What I need to know**
5. Task: Ask for printing budgets
6. Task: Compare budgets and agree on the most appropriate
7. Task: Analyse and find the ways of financing the project
8. **Task: Specify the pages and appoint the responsibilities**

### B. RESEARCH / DEVELOPING TASKS

9. **Task: What have I eaten this week?**
10. **Task: I see, I wonder, I ask**
11. **Task: Classification and analysis of food and nutrients**
12. **Task: Classify what we eat \*\***
13. **Task: Whose dish is the healthiest?**
14. **Task: I see, I wonder, I ask**
15. **Task: Understanding the chart: What to sow, what to plant and what to harvest \*\***
16. Task: Vegetable production
17. Task: Drawing vegetables \*\*
18. **Task: Team planning assessment**
19. **Task: Find out the properties of vegetables**
20. **Task: Work on recipes**
21. **Task: Writing a recipe \*\***
22. **Task: Learn vocabulary and the imperative in English**
23. **Task: Translate the recipes into English \*\***
24. **Task: Daily diet and exercise \*\***
25. Task: Submit the layout to those who are in charge of it (A team will be responsible for it)
26. Task: Visit the printing company



**C. FINAL TASKS**

- 27. Task: Booklet presentation**
- 28. Task: Booklet dissemination**
- 29. Task: Final team assessment**

**\*\* The tasks with this sign will be assessed.**

**INDICATORS****MAIN OBJECTIVE:**

Taking into account carbohydrates, lipids, proteins and vitamins the student suggests a balanced diet for a week.

**0. General objectives**

- 0.1.1. The student achieves team objectives.
- 0.1.2. The student achieves individual objectives.
- 0.1.3. The student fulfils his/ her responsibilities.

**1. Science:**

- 1.1.1. Identifies what needs to be sowed.
- 1.1.2. Identifies what needs to be planted.
- 1.1.3. Identifies what needs to be harvested.
- 1.2.1. Distinguishes carbohydrates.
- 1.2.2. Distinguishes lipids.
- 1.2.3. Distinguishes proteins.
- 1.2.4. Distinguishes vitamins and minerals.

**2. Mathematics:**

- 2.1.1. Expresses amounts using fractions.
- 2.1.2. Expresses amounts using percentages.
- 2.2.1. Identifies what needs to be sowed.
- 2.2.2. Identifies what needs to be planted.
- 2.2.3. Identifies what needs to be harvested.

**3. Mother tongue:**

- 3.1.1. Hands in by the deadline.
- 3.1.2. Presents the work neatly.







3.1.3. The text is well-structured.

3.1.4. The text is coherent and cohesive.

3.1.5. The text includes accurate grammar and spelling.

#### **4. English: Foreign language**

4.1.1. States the names of vegetables and fruits in the foreign language.

4.1.2. Uses the imperative.

4.3.1. The text is well-structured.

4.3.2 The text is coherent and cohesive.

#### **5. PE:**

5.1.1. Suggests appropriate exercises to keep fit.

#### **TOOLS:**

- **Rubrics**

You Are What You Eat rubric

- **Reflections and evidences**

Reflection (4T-13T-14T-23T)



**TASKS****PREVIOUS TASKS**

<b>1. Task: Team dynamics</b>			<b>Session: 1 h</b>
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

We will suggest a team dynamics so that students get to know each other better.

<b>2. Task: Project presentation</b>			<b>Session: 30 min</b>
<b>COMPETENCES</b>		<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>			

**Task description:**

The headmaster (the customer can be the town hall, cook, parents association...) is worried about today's eating habits.

Nowadays, in the market we can find any product in any season, but these are not in season products in our country. The land is directly related to the nutrients the human being needs. Therefore, if we take care of the land we can get the nutrients we need. That is why it is convenient to know when each vegetable is planted or sowed, in order to get nutrients naturally.

For that very reason, the headmaster wants to **publish a book about nourishing food** to foster healthy eating habits.

**At the end of the project, the booklet will be presented** at school, in several health centres and shops, as well as to the media.

Your class is responsible for this assignment.





3. Task: Team planning			Session: 1 h
<b>COMPETENCES</b>	Social and civic Sense of initiative and entrepreneurship Digital	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Learning to work in teams and to control teamwork		

**Task description:**

Each team will define its team planning, which will consist of three parts: team objectives, individual objectives and responsibilities.

Team objectives:

All teams will have four objectives: two will be the same for every team, and the other two will be defined by each team.

Individual objectives:

Each student will have two individual objectives: one suggested by his/her team and the other suggested by themselves.

Responsibilities: Responsibilities will be assigned by the teacher.

4. Task: What I know – What I need to know			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Digital	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

Each team will consider what they already know about the task and what they need to know in order to carry it out.

**Assessment tools (rubrics ...):**

The teacher will pay special attention to students' answers, and based on these answers he/she will suggest suitable tasks to carry out the project.





We will use annex (4T, 13T, 14T, 23T) before or after the tasks, it is specified in the annex.

5. Task: Ask for printing budgets			Session: 1-3 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Digital	<b>INTELLIGENCES</b>	Interpersonal Verbal-linguistic
<b>GOALS</b>	Learning to work in teams		

#### Task description:

Three teams of each class will be in charge of requesting the printing estimated costs. In order to do that, they will have to communicate with different printing companies, either face to face, by phone or by email. The students will have to be very precise when explaining what they want, so that the budget meets the cost of the final booklet.

6. Task: Compare budgets and agree on the most appropriate			Session: 1 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Mathematical competence	<b>INTELLIGENCES</b>	Interpersonal Logical-mathematical Verbal-linguistic
<b>GOALS</b>	Learning to work in teams		

#### Task description:

Once they have different budgets in their hands, the people in charge of this task will have to reflect upon the information and compare them. After the comparison has been made, they will share the outcome with the rest of the classmates. All together will decide on the best budget.

7. Task: Analyse and find ways of financing the project			Session: 1-2 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Mathematical competence	<b>INTELLIGENCES</b>	Interpersonal Logical-mathematical Verbal-linguistic
<b>GOALS</b>	Learning to work in teams		



**Task description:**

Once they have decided on the budget, the students will have to find ways to finance the layout of the book. There will be a brainstorming in groups and they will discuss about the different ways, which later will be exposed to the rest of the class in order to choose the best ideas. The students can also address the local or school council. In addition, students can also hold some events to raise money.

8. Task: Specify the pages and appoint the responsibilities			Session: 1 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Intrapersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

After specifying the amount of pages and parts we will go on to divide the tasks. Each project team will deal with two pages, and each team will choose the month of their liking. In order to do that, it is necessary that all the students reach an agreement.

## RESEARCH / DEVELOPING TASKS

9. Task: What have I eaten this week?			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Intrapersonal
<b>GOALS</b>	To be aware of the importance of a healthy diet		

**Task description:**

Each student will gather in a chart all they have eaten for a week. Thus, they will be aware of their eating habits.

**Assessment tools (rubrics...):** It will be assessed.

This task is very important for the upcoming assignments. Therefore, the teacher will take into account that all students hand in their work completed.





10. Task: I see, I wonder, I ask			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Visual-spatial Verbal linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet		

**Task description:**

Students will have to reflect on their eating habit by analysing what they have eaten for a week. First of all, students will think about their eating habits on their own and later on, they will share their conclusions with their team members.

11. Task: Classification and analysis of food and nutrients			Session: 1 h
<b>COMPETENCES</b>	Mathematical, scientific, technological	<b>INTELLIGENCES</b>	Naturalistic Logical-mathematical
<b>GOALS</b>	To learn that eating and nourishing is not the same		

**Task description:**

Students will learn to classify different types of food:

- Energy providing nutrients: Carbohydrates and lipids
- Body-building nutrients: Proteins and calcium binding proteins
- Body-regulating nutrients: Vitamins and minerals

12. Task: Classify what we eat			Session: 1 h
<b>COMPETENCES</b>	Mathematical, scientific and technological	<b>INTELLIGENCES</b>	Intrapersonal Naturalistic Logical-mathematical
<b>GOALS</b>	To learn that eating and nourishing is not the same		



**Task description:**

Once the students have analysed what they have eaten for a week, they will sit in groups and they will classify all types of food. This will lead to the next activity.

Each student will classify what they have eaten according to the following criteria:

- Energy providing nutrients: carbohydrates and lipids.
- Body-building nutrients: proteins and calcium binding proteins.
- Body-regulating nutrients: vitamins and minerals.

13. Task: Whose dish is the healthiest?			Session: 1-3 h
<b>COMPETENCES</b>	Mathematical, scientific and technological Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Naturalistic Logical-mathematical
<b>GOALS</b>	To learn that eating and nourishing is not the same. To use mathematical expressions to give information		

**Task description:**

After the previous activity, we will start to focus on the amounts in order to make comparisons.

We are going to add up the amount of carbohydrates, lipids, proteins, vitamins and minerals we have eaten in each portion. Then, we are going to portray them in pictures, fractions and percentages in order to identify whose dish is the healthiest.

14. Task: I see, I wonder, I ask			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Visual-spatial Verbal-linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet		

**Task description:**

First of all, students will think about their eating habits on their own and later they will share their conclusions with their team members.





15. Task: Understanding the chart: What to sow, what to plant and what to harvest			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Social and civic Mathematical, scientific and technological	<b>INTELLIGENCES</b>	Interpersonal Naturalistic
<b>GOALS</b>	To use mathematical expressions to give information. To be aware of the importance of a healthy diet.		

**Task description:**

This will be the first part of the booklet, each project group will have to interpret the chart and get their own information.

**Assessment tools (rubrics ...):**

You Are What You Eat rubric will be used to assess this task.

16. Task: Vegetable production			Session: 3-4 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Mathematical, scientific and technological	<b>INTELLIGENCES</b>	Interpersonal Bodily-kinesthetic Visual-spatial Naturalistic
<b>GOALS</b>	To be aware of the importance of a healthy diet Learning to work in teams		

**Task description:**

1. Arrange the vegetable garden: dig the land with a hoe and fertilise it. If some compost is made at school it could be a good fertiliser.
2. Buy plants or seeds and plant them or sow them.
3. Monitoring: We will visit the vegetable garden once a week and in order to monitor it accurately we will take photographs and we will record the garden. We will also take advantage of these visits to water the vegetables and to get rid of weeds.

**Assessment tools (rubrics ...):**

For the observation and monitoring of the garden, we will establish some rules which will need to be followed. We will appoint a member of the team as the responsible for the observation.







17. Task: Drawing vegetables			Session: 2 h
<b>COMPETENCES</b>	Mathematical, scientific, technological	<b>INTELLIGENCES</b>	Visual-spatial Naturalistic
<b>GOALS</b>			

**Task description:**

It is part of the booklet. Each member of the team will have to draw a in season vegetable. In order to do that, they will have to be given a picture of a vegetable that they have chosen beforehand.

18. Task: Group planning assessment			Session: 1 h
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

We will assess all the objectives established in the 3rd task, individual and team objectives as well as the responsibilities to reflect upon the things we are doing well and the issues that must be improved.

**Assessment tools (rubrics ...):**

You Are What You Eat rubric and Team Planning sheet from annex 3T.

19. Task: Find out the properties of vegetables			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Mathematical, scientific and technological Digital	<b>INTELLIGENCES</b>	Interpersonal Visual-spatial Verbal linguistic Naturalistic
<b>GOALS</b>	To be aware of the importance of a healthy diet To improve communicating and writing skills		



**Task description:**

It is part of the booklet. Each team will have to find out the properties of their vegetable on the Internet.

<b>20. Task: Work on recipes</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Communicating in the mother tongue	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet To improve communicating and writing skills		

**Task description:**

In this activity, students will work on the syntactical and grammatical features of the recipe texts, so that each team can develop a recipe based on the vegetable appearing in their drawing.

<b>21. Task: Writing a recipe</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Communicating in the mother tongue Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet To improve communicating and writing skills		

**Task description:**

They will put into practice what they have learnt so far by writing a recipe using their chosen vegetable as the main ingredient. All the recipes must **have the same layout** so that they can fit adequately in the booklet.

**Assessment tools (rubrics ...):**

You Are What You Eat rubric will be used to assess this task.

<b>22. Task: Learn vocabulary and the imperative in English</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Communicating in the mother tongue Communicating in a foreign language	<b>INTELLIGENCES</b>	Verbal linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet To improve communicating and writing skills		



**Task description:**

Students will be handed out a template and in teams, they will write down the names of the vegetables they know in their mother tongue, and they will also do the same with the cooking verbs. Then, all the class will develop a common list that will be translated into English in the English class with the help of the teacher.

In order to work on the imperative, the teacher will give a theoretical explanation on the imperative and later on, the class will play SIMON SAYS so that students can grasp the grammatical point.

<b>23. Task: Translate the recipes into English</b>			<b>Session: 1 h</b>
<b>COMPETENCES</b>	Communicating in a foreign language	<b>INTELLIGENCES</b>	Verbal linguistic
<b>GOALS</b>	To be aware of the importance of a healthy diet To improve communicating and writing skills		

**Task description:**

After writing the recipes in the native language, students will translate them into English in teams. In order to do so, they will make use of the vocabulary list they have been working on beforehand. Students can use dictionaries to make the translations. This task will be assessed.

**Assessment tools (rubrics ...):**

You Are What You Eat rubric will be used to assess this task.

<b>24. Task: Daily diet and exercise</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Digital Mathematical, scientific and technological	<b>INTELLIGENCES</b>	Intrapersonal Visual-spatial Naturalistic
<b>GOALS</b>	To be aware of the importance of a healthy diet. Improve oral and writing skills.		

**Task description:**

Taking into account carbohydrates, lipids, proteins, vitamins and minerals each group will have to suggest a balanced diet for a week as well as exercises to keep fit.

**Assessment tools (rubrics ...):**

The Main Objective sheet from You Are What You Eat rubric will be used to assess this task.

25. Task: Submit the work to those in charge of the layout			Session: 1 h
<b>COMPETENCE S</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

One of the cooperative teams will be responsible for delivering the group work, this team will need to ensure that the work is well organised and structured. They will also agree when to meet to monitor the layout.

Once the layout is done, students will revise the booklet thoroughly in order to avoid possible mistakes.

26. Task: Visit the printing company			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Learning to work in teams		

**Task description:**

After the layout is done we will move forwards to the printing. In order to follow this process, it is convenient to pay a visit to the printing company.





## FINAL TASKS

<b>27. Task: Booklet presentation</b>			<b>Session: 1 h</b>
<b>COMPETENCES</b>	Communicating in the mother tongue Communicating in a foreign language	<b>INTELLIGENCES</b>	Verbal linguistic Interpersonal
<b>GOALS</b>	To explain what students have worked on and learn throughout the making of the booklet		

**Task description:**

There will be spokespeople chosen among those who have taken part in the making of the booklet, who will present the project to the parents. We must try to organise it as well as possible and to invite more people apart from parents.

<b>28. Task: Booklet dissemination</b>			<b>Session: 3 h</b>
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Mathematical, scientific and technological	<b>INTELLIGENCES</b>	Interpersonal Naturalistic Verbal linguistic
<b>GOALS</b>	To improve communicating and writing skills in the mother tongue To be aware of the importance of a healthy diet		

**Task description:**

We will need to prepare in class by hand and orally what we will say when we disseminate the booklet. We will also rehearse in class.

We must identify the appropriate places where we could disseminate the booklet:

- Places which have helped as with the printing financing
- Local market
- Nearby local markets
- Local shops
- Radio
- Tv
- Chefs

After identifying the places, students will be divided into groups to complete the task. All groups need to take part in the activity.





<b>29. Task: Group planning assessment</b>		<b>Session: 1 h</b>	
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Learning to work in groups		

**Task description:**

We will assess the objectives and responsibilities established in the team planning before to reflect upon the things we have done well and the issues that must be improved.

**Assessment tools (rubrics ...):**

Team Planning excel sheet.





## ANNEXES


- 3T. TEAM PLANNING
- 4T. WHAT I KNOW - WHAT I NEED TO KNOW - WHAT I'VE LEARNT
- 9T. WHAT I'VE EATEN FOR A WEEK
- 10T. I SEE- I THINK - I WONDER
- 11T. CLASSIFY WHAT WE EAT (wheel of nutrition)
- 12T. NUTRIENTS I'VE CONSUMED FOR A WEEK
- 13T. WHAT I KNOW - WHAT I NEED TO KNOW - WHAT I'VE LEARNT
- 14T. WHAT I KNOW - WHAT I NEED TO KNOW - WHAT I'VE LEARNT  
I SEE- I THINK - I WONDER
- 15T. UNDERSTANDING THE CHART
- 23T. WHAT I KNOW - WHAT I NEED TO KNOW - WHAT I'VE LEARNT
- 24T. DAILY DIET AND EXERCISE





## EXAMPLE OF THE BOOKLET

**MARTXOA**



Azpiko taulan dituzuen hauek dira martxoan erein, landatu eta jasotzen diren barazkiak:

**EREIN**

Arbi zuria, porrua, rukula, kukulua, espinaka, borraja, patata, letxuga ezberdinak, erremolatxa, kalabazina, tomatea, berenjena, piper berdea, piper gorria.


**LANDATU**

Tipulina, tipula, zuria, mihilua, apioa, orburua, espinaka, tipula gorria, zerba, erremolatxa.

**JASO**


Porrua, tipula gorria eta zuria (gordeta), lonbarda, bruselako aza, aza, azalorea, kardua, kalabaza (gordeta), baratxuri freskoa, babarrun altua (gordeta) patata (gordeta).

**COLIFLOR**




**VITAMINAS:** Vitamina C (ayuda a los resfriados y a la gripe) Vitamina K (ayuda para la coagulación sanguínea y otros procesos) y minerales antioxidantes.

**PROPIEDADES:** Sirve para prevenir el cáncer, protegen la salud del corazón, es bueno para el colesterol, estreñimiento, obesidad... bueno para la salud de los huesos y nervios.

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**JAN ETA IZAN proiektua**

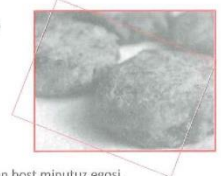


**AZALORE HANBURGESA**

**Osagaiak:** 4 pertsonentzako osagaiak

- Azalore bat
- Kilo erdi bat garbantzu irin
- Katilu erdi bat perrexil
- Katilu erdi bat azenario arraspatua
- Legamia – katilu erdi bat
- Katilu bat olio
- Piperbeltza piper gorria,
- Bi ale baratxuri eta gatza





**Prestaketa:**


Lehenengo azalorea garbitu eta moztu. Ondoren lapiko batean bost minutuz egosi. Azalorea irabiatu eta gatza, piperbeltz beltza, baratxuriarekin nahastu.

Plater batean legamia, garbantzu-irina eta ura nahastu. Ondoren perrexila bota eta dena irabiatu.

Gero, dena plater batean jarri, eta azenario arraspatua bota. Ondoren egin duzun nahasketarekin nahi duzun forma eman.

Olioarekin piska bat egosi eta 40 minutuz labean sartu (alde bakoitza 20 minutuz bertu). Eta azkenik jan. On egin!!

**CAULIFLOWER HAMBURGER**



**INGREDIENTS:** Ingredients for four people: 1 Cauliflower, Chickpea flour 1/2 kg, 1 cup of oil, black pepper, Parsley, 1 red pepper, a half cup of grated carrot, 2 onion cloves, a half cup of leavening and a little bit of salt.

**PREPARATION:**

First, wash and cut the cauliflower and then boil it for 5 minutes.

Mash the cauliflower and mix it with salt, black pepper and garlic.

On a plate, mix the leavening, the flour and the water. Add the parsley and beat it.

Put the mixture on a plate and add the grated carrot and mix it again.

Then give the desired shape to the mixture.

Fry the shapes for a little bit and then bake them in the oven for 40 minutes, heating each side for 20 minutes. They they will be ready to eat.

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