

The food-related topics are addressed from different angles. On the personal level the focus is on types of food, eating habits, eating occasions and the effects of personal food consumption. Thereby they themselves, their families and their environment, e.g. schools, are investigated into. On the regional level the focus is on the production and the supply of food, local food suppliers such as supermarkets and restaurants as well as food producers are examined. On the European level the focus is on the trade of food, policies on food, e.g. regarding the production, labelling, (over-)production. All in all, the topic of food exemplifies the basic characteristic of the European Union, i.e. unity on the one hand and diversity on the other.

The overall object is to make students aware of the fact that eating and eating habits are part of the European culture that is continually changing, e.g. through the influence of migration. The example of eating culture shows in an exemplary way the economic interdependence of the countries within the European Union, and beyond. As a result, students realize that dishes and eating habits have become standardized to a certain extent. They realize the influence of the food industries on their personal eating behavior and consumption patterns and their ambiguous effects, the illusion of perfect health brought about by seemingly healthy diets on the one hand, and on the other the lethal consequences of modern agricultural industries in terms of ecology, health, and the unequal distribution of food within the EU. On an individual level students comprehend the importance of their personal diets for their well-being. In this context they learn about (European) political means to influence people's eating habits and to influence food production.

The project implies a great number of comparative elements (1. Culture, 2. History/Language/Literature/Art, 3. Biology/Ecology/Physical Education, 4. Economy/Geography, 5. Politics/Ethics), all of which are based to a great degree on comparative activities.

Furthermore, the project's transnational character is meant to inspire our students regarding different aspects of the work process and the production of creative results. Apart from the food-related content of the project, participants acquire new ideas about innovative ways e.g. of dissemination and evaluation in a complex transnational project.

Furthermore, students as emancipated citizens should become aware of the fact that their behaviour and their eating habits have an impact on quite a few factors, e.g.

- the kind of agriculture (e.g. organic vs. industrial farming, regional vs. transnational food supply);
- politics (e.g. regulations, subsidies, decision making on different levels, viz. regional, national, European);
- social and economic implications of their food consumption patterns (e.g. international poverty and inequality vs. free trade, e.g. the power of international food enterprises);
- environmental implications (e.g. CO2 footprint related to their specific consumption patterns of food; monocultural farming; overfertilization).

Therefore, they realize their power as emancipated consumers being able to influence the situation of farmers (regional, European, global) and the environment in the face of protectionist European agricultural policies.