

THE MENU TODAY CAN CHANGE OUR WORLD TOMORROW!

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SUMMARY OF LEARNING ACTIVITY IDEA:

During this lesson unit the learners will have the chance to build awareness of the complexity of planning a healthy and sustainable nutrition and to use the criteria in concrete planning situations.

PROFESSIONAL SUBJECT/TOPIC: Nutrition and food preparation

KIND OF THE COURSE

- Primary school
- Secondary school
- University
- Vocational training /education

KIND OF THE COURSE

- Compulsory
- Optional
- Interdisciplinary
- Cross discipline
- Presence phase
- Blended course
- Online-learning activity

SHORT CLASS PROFILE:

28 learners female and male in rural area in a school for professional education or a dual school system

CLASS LEVEL / AGE : 14-18

Pre conditions: (which competencies / knowledge / skills learners learned before)

- Learners know the significance and effects of nutrients in human body.
- Learners know the criteria of different diets.
- Learners know the basic criteria for planning the menu (food pyramid, regionally and seasonally choice)
- Learners know the connection of the individual consumption behaviour and their impacts on the environment (e.g. Calculation of the ecological footprint with the online-tool)

Which conditions are in the class room

Technical equipment: none

Material / lesson and presentation equipment:

Working sheets with meals, coloured cards, markers, pins, pin walls, anonymous menu plans for a week, analyse template for menu evaluation, 5 posters presenting the production chain, black board or flip chart,

TIMETABLE FIT:

2 coherent lesson units - 90 min

DATE OF SCHEDULED LESSON:

MAIN PROFESSIONAL SKILLS/COMPETENCES/ OUTCOMES:

/description of the competences, which should be reached to improve professional action

SUBSIDIARY AIM(S):

- a) The professional/vocational learner is able to evaluate important diets based on the criteria for healthy nutrition in the context of the production chain.

- Perspective of the producers/farmers, the processing companies, the consumers
 - Perspective related to individual health and consumers (including lifestyles, taste, enjoyment,...)
 - Social, economic and ecological implications
- b) The professional/vocational learner is able to evaluate menu plans related to healthy and sustainable criteria.
- Analysing and optimising weekly menu plans for different guest and target groups (healthy nutrition/vegetarian/..)
 - Preferences for plant-based food (ovo-lakto-vegetabile meals)
 - Ecological and seasonal food
 - Preference of low processed food
 - Fair trade food
 - Resource management
 - Enjoyable gastronomic culture

SUSTAINABILITY RELATED AIMS in the context of the lesson topic:
Based on the **UNECE 2011 competences** for sustainable education

- a) The professional/vocational learner understands the connection between sustainable futures and the way we think, live and work;
- b) professional/vocational learner is able to facilitate the evaluation of potential consequences of different decisions and actions;
- c) The professional/vocational learner works with others in ways that facilitate the emergence of new worldviews that address sustainable development;
- d) The professional/vocational learner is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally;

DETAILED PROCEDURE OF LESSON STAGES

(Please indicate: preparation/ online/ offline/ group formations and any other relevant points)

Learning steps based on the **didactic concept of Green Pedagogy**

90 Minutes

Phase of the	Professional	Sustainable	Tools and Methodology	Material
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lesson schedule	competences	competences		(Comments of teachers)
Confrontation/ Problem analysis (15 min)	The professional/ vocational learner develop awareness for the variety of opinions, meanings and attitudes regarding different diets.		Learners discuss in groups which experiences/meanings they have related to the different meals from their personal or from their target groups perspectives. Pictures with different meals will be presented on folded sheets of paper for each group. In a brainstorming process learners will comment their impressions on the sheets. They will hide their answers and will pass sheets to their neighbours until each learner of the group has commented all meals. After this process the sheets will be unfolded and discuss the question “What do the different comments demonstrate to you?” The learners will be asked to write their 3 main group aspects on 3 coloured cards. After then the groups will present their results in the following way: Group 1 will present their priority aspect and put it on the pin wall, group 2, 3 and 4 will follow with new or additional aspects. At the end all cards will be clustered on the wall.	Material for group building (by coincidence); Folded photo sheets; Coloured cards, markers; Pin wall and pins,
Reconstruction/ Research (15 min)	The professional/ vocational learner is able to evaluate important diets based on the criteria for healthy nutrition.		Analyse of anonymous menu plans for a week with different diets for different target groups (pupils, elderly people, ill people, staff of a company, tourists/guests). All learners work in groups (4 to 6 persons) Task: Evaluate the presented menu plan on the basis of the analysis template.	Anonymous menu plans for different target groups; Analysis template
Intervention/ Provocation/ Irritation (20 min)	The professional/ vocational learner is able to recognise social, economic and ecological implications in the context of the	The professional/ vocational learner understands the connection between sustainable futures	5 covered posters are presented in different places in the learning environment/room. Each poster represents one step of the production chain. The different aspects of each step of the production chain will be demonstrated by a variety of pictures.	5 posters of the production chain; <ul style="list-style-type: none"> • Production • Processing • Distribution • Consumption

	product chain (food system).	and the way we think, live and work; The professional/vocational learner is able to facilitate the evaluation of potential consequences of different decisions and actions.	Learners will be asked to find a partner. Each couple will start at any step of the product chain and reflect based on a working sheet about possible social, economic and ecological implications of the presented procedures. Their main aspects should be written on the working sheet. Short plenary discussion: Which influences could the knowledge about the product chain (food systems) have for the menu planning/eating behaviour?	<ul style="list-style-type: none"> Waste disposal Working sheet;
Interaction/ Analytical discussion (15 min)	The professional/vocational learner derives additional quality criteria for menu plans and creates new dimensions of its evaluation.	The professional/vocational learner recognizes the emergence of new worldviews that address sustainable development.	Plenary discussion, facilitated by the teacher: More and more people are motivated to eat healthy and additional support the sustainable development. For this reason the key question is “Which criteria are relevant for your target group, to choose the <i>right</i> meal of the menu plan? The answers/criteria of learners will be collected and integrated in the analysis template. All learners will update their list with the new and additional sustainable aspects for menu plan evaluation.	Flip chart/black board Analysis template completed by learners
Deconstruction / optimised result (15 min)	The professional/vocational learner is able to create ideas how to indicate additionally sustainable aspects in menu plans. The professional/vocational learner is able to plan a sustainable meal.	The professional/vocational learner is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally;	The learners will develop icons to mark menus to indicate the way of the product chain. Learners will work with one partner to the following task: Demonstrate at one exam ple in which way you plan a healthy and sustainable meal.	Coloured round cards, markers; “sustainable meal” template
Reflection/	The professional/		The learners discuss, what will be the effects, if all guest	Flip chart / black board

Evaluation (10 min)	vocational learner is able to reflect on the effects of sustainable acting regarding menu planning and create realistic ideas how to implement it in his/her guest-orientated business.		orientated businesses will support healthy and sustainable menu plans? Which new aspects do you have learned today? Which concrete action ideas should be implemented in the daily professional work in your business? Write this aspects on the board/flip chart.	

SUBSIDIARY AIM(S):

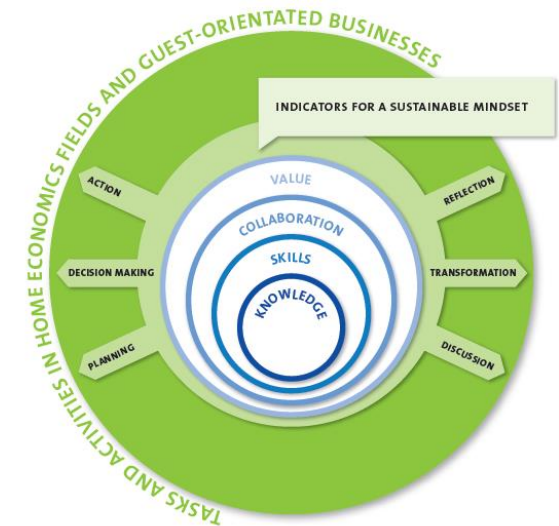
See table

PROCESS OF ASSESSMENT FOR LEARNERS MINDSET OUTCOME:

Planning and decision making (e.g. 24 Points): The responsible person for the food preparation asks you to optimise the presented weekly menu plan for the elderly people’s home. Before you start to improve the menu regarding the requirements, please list the aspects which you will consider

Indicators in the sector **Knowledge** (e.g. 9 Points):

- regional/seasonal
- selection and amount of food and ingredients
- variety of food during the week
- way of processing
- needed time and equipment for preparation
- nutrients



- awareness of special needs or preferences (target group)
- money/costs
- waste

Indicators for the sector **Skills** (e.g. 5 Points):

- Correct use of the menu template
- Completed menu template

Indicators for sector **decision making** (knowledge, skills, values and sustainable mindset) (e.g. 10 Points)

- right selection of meals, food, ingredients and processing methods regarding all above mentioned aspects

Action: Must take place in the businesses or in practice.

Reflecting (e.g. 25 Points): Your kitchen chef asks you, to present and comment your decided improvements. Please convince her/him with plausible arguments.

Indicators (knowledge, skills, values and sustainable mindset):

- health aspects, enjoyment and well-being for elderly people
- sustainable aspects of the optimized week menu, such as way of production, transportation, processing, energy usage, water usage and emission, waste ...
- economic aspects like costs, number of available staff

Discussing: Discuss with your learner colleagues why your optimized menu plan is the best give reason for your decision (collaboration and communication) – no grading just to widen their individual horizon and fostering the mindset

All above mentioned indicators can be used especially for the assessment of the sustainable mindset.

Transforming (e.g. 15 points): Which additional aspects do you have to consider, if you decide the menu for another business. What could be the effect, if all institutional households in your region will take over your aspects and considerations for menu planning?

Indicators for a sustainable mindset:

- less water usage, less energy usage, less carbon emission, less waste,
- strengthen the local producers and businesses and foster local product chains,
- secured local workplaces
- healthy consumers/guests/occupant, increased awareness for sustainability,
- animal well-being, environmental hygiene,

Follow Ups / Variations:

Anticipated problems and suggested solutions:

OTHER RESOURCES / MATERIALS/LESSON OUTCOMES: