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| ACTIVITY PLAN | | | | |
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| **THEME** | SUBTOPIC | Activity Title |
| Global and Local Perspectives in Environmental Education | Understanding Global Environmental Issues | We create climate- and health-friendly dishes. |

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| INTRODUCTION PART (OR ACTIVITY OVERVIEW) |
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| **Introduction part (or activity overview)** | In this activity, we aim to introduce students to the principles of sustainable and healthy nutrition and encourage them to make personal lifestyle changes. Following sustainability principles, we will create recipes. By preparing dishes, students will learn how to distinguish environmentally and health-friendly food. |
| **SETTING** | The classes will take place in the technology (nutrition) classroom. |

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| MATERIALS NEEDED |
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| **Materials Needed** | Smart devices (computer, phone), projector, notepad, pen, recipes, technological dish card, kitchen equipment and tools, food products. |

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| **Learning Outcomes** | * Improve digital skills by searching for information from various sources. * Acquire knowledge about sustainable cooking and be able to explain its environmentally friendly impact convincingly. * Foster healthy eating habits while emphasizing the aspects of sustainability within the food system. * Be able to assess dietary aspects within the context of food system sustainability, create recipes for sustainable eating, and prepare them. |  |
| **Activity Contents** | **Activity1: Creating Climate- and Health-Friendly Dishes.**  **Theoretical Part (Duration: 20 min)**  Introduction Discussion. Students are presented with questions: What is sustainability? Do you consider your diet sustainable? Healthy? How is food preparation related to climate change? When is World Food Day celebrated?  Discussion on Sustainable Food Products. The five principles of sustainability for creating climate-friendly dishes are discussed: <https://www.sustainable-public-meal.eu/lt/tools/climate-friendly-dish/>  Students conduct the "Invisible Side of Food" test to reinforce the material. <https://www.linkejimaimaistas.lt/testai/> https://www.linkejimaimaistas.lt/quizzes/ (10 min)  After completing the test, students are encouraged to reflect on what each individual could and would like to do to change the situation and what they could do in the near future.  **Task: (Duration: 25 min) Creation of a Climate- and Health-Friendly Dish Recipe.**  Stage 1: In groups, students search for recipes. In the chosen dish recipe, 1-2 ingredients are replaced with those food products that align with the principles of sustainability and recommendations for healthy eating. A technological card for the climate- and health-friendly dish is created (see Attachment 1).  Stage 2: Presentation of the created recipe: justify why this dish contributes to sustainability and health.  **Task: (Duration: 90 min) Implementation of Project Ideas "Creating Climate- and Health-Friendly Dishes."**  Working in groups, students sort waste, following technological and hygiene requirements, prepare the planned sustainable dishes, serve them, taste them, discuss technological processes, evaluate, and self-assess.  Stage 1: Preparation for the lesson: preparation of workstations, clothing, hygiene requirements, necessary products, tools, recalling safety requirements.  Stage 2: In groups, discuss the technological sequences of the dish and allocate tasks.  Stage 3: Students carry out technological processes according to the created sustainable dish recipe, sort waste, and conserve water. They record work stages and the final result.  Stage 4: Serve the dishes, taste them, and treat other group members.  Stage 5: Assess the quality of the prepared dishes according to the provided criteria for dish quality assessment (see Attachment 2).  Stage 6: Calculate the nutritional value and cost of the dish.  <https://www.megaukismaistu.lt/2016/maistingumo-skaiciuokle> ir (3 priedas).  Reflection: Students record and summarize the quality of the dishes determined during the tasting, friends' observations, difficulties encountered, advantages and disadvantages of the work process, successes and failures, and their reasons. |  |
| **Assessments** | Practical work is assessed by grades according to the following criteria: student's preparation for the lesson (special work attire, products) - 1 point, technological processes (cooking, dish presentation) - 3 points, serving at the table (table setting) - 1 point, assessment of dish quality - 1 point, calculation of dish cost and nutritional value - 1 point, justification of how the dish contributes to sustainability and health - 1 point, safe behavior and communication culture - 1 point, organization of the workplace - 1 point. |  |
| **Key Competences** | * Creativity competence * Digital competence * Cognitive competence * Communication competence * Citizenship competence * Social, emotional and healthy living competences * Cultural competence |  |
| **Connections with Eco STEAM** | Eco – Students research how to choose eco-friendly ingredients that are both environmentally friendly and healthy.  Science - Students draw upon knowledge from biology, chemistry, economics, and environmental sciences to investigate how to select sustainable and healthy ingredients for a dish.  Technology - Students use technology for recipe research and to experiment with ingredients.  Engineering - Students design dish recipes, taking into account ingredient interactions and flavor. They also innovate new methods to produce dishes more efficiently and sustainably.  Art - Creative solutions that promote sustainable thinking and aesthetics. Students creatively design dish presentations, such as artistic photography or artistic presentations.  Math - Mathematical calculations in food production, including determining ingredient proportions to ensure the dish is the correct size, and converting units of measurement (e.g., kilograms to grams or liters to milliliters) in calculating dish costs. |  |
| **References** | <https://www.linkejimaimaistas.lt/patarimai/>  <https://www.vartotojai.lt/sincerelyfood/test/food/>  <https://www.sustainable-public-meal.eu/lt/tools/climate-friendly-dish/>  <https://www.linkejimaimaistas.lt/quizzes/> |  |
| **Notes** |  |  |
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**Annex 1. Example of a dish technological card.**

**Technological Card No. \_\_\_\_**

**Dish name:**

Production norm: (number of portions)

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| --- | --- | --- | --- | --- | --- |
| **No.** | **Component name** | **Unit of measure** | **Gross** | **Net** | **Output** |
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|  | Output |  |  |  |  |

**Technological description:**

**Annex 2. Dish quality assessment.**

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| Quality criteria: | Dish description |
| **Aroma. Taste.** |  |
| **Dish appearance** (Color. Texture. Shape). |  |
| **Technical execution.**  Cooking method (baked, unbaked, burnt, risen, fallen, etc.)  Cooking process - sequence of products, baking temperature and duration.  Use of dish recipe or self-creation. |  |
| **Serving of the dish.**  Portion size on the plate.  Dish decoration.  Originality (in a classical way). |  |
| **Caloric content, nutritional value.** |  |
| **Price and quality value.** |  |
| **Eco-friendliness.** |  |

**Annex 3. Dish cost calculation.**

Dish name:

Number of portions:

Cost per portion:

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| --- | --- | --- | --- | --- |
| No. | Component name | Quantity (g) | Price per 1 kg (eur) | Price (eur) |
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Time taken to prepare the dish: ..................................................................................................................................................

What is your hourly wage (assuming you receive the minimum wage)? Currently, the minimum wage per hour in Lithuania is .......................................................................................................................................................................................................

Your hourly wage: .........................................................................................................................................................................

Your production costs: ...................................................................................................................................................................

Calculate your dish's value-added tax (21% of production costs): .......................................................................................................................................................................................................

Find the price of the same dish sold in a public catering company. What is its price? .................................................................

Compare the price of your dish and the public catering company's product ................................................................................