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SSPICE IT!

Sustainability Skills Program for International Catering operators and Entrepreneurs through Integrated Training

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Teacher's manual

Module 4

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|---------------------|--|
| MODULE TITLE | Sustainable Practices and Innovation in the Food and Catering Sector |
| HOURS | 15 |

SUMMARY OF THE MODULE

This module focuses on equipping students with a comprehensive understanding of sustainable practices within the food and catering sector. It offers a holistic approach to sustainability by covering topics such as finding sustainable practices, fostering collaboration, learning from mentors and peers, goal setting, researching innovative approaches, using digital technologies, and examining real-world case studies. The module empowers students with both theoretical knowledge and practical skills to contribute to sustainability within the industry effectively.

MAIN TOPICS COVERED

1. *Sustainability Principles*
2. *Collaboration and Partnerships*
3. *Peer Learning and Mentorship*
4. *Priorities and Goal Setting*
5. *Research Methods for Sustainable Practices*
6. *Digital Technologies in the Food Industry*

ADDRESSED SKILLS

- ✓ #11 Explore and experiment with innovative approaches.
- ✓ #15 Get the support needed to achieve valuable outcomes.

SKILLS MEASUREMENT

| N° | Skill | Descriptor | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|----|---|--|---|---|--|--|---|
| 11 | Explore and experiment with innovative approaches | Find unconventional ingredient choices, experiment with novel culinary techniques, and adapt to appearing trends while considering the environmental and social impact of their choices. | Limited understanding of innovative approaches and minimal ability to experiment. Students at this level may be hesitant to explore new ideas or practices. | Basic understanding of innovative approaches and some willingness to experiment. They may experiment with caution and limited creativity. | Adequate understanding of innovative approaches and the ability to experiment effectively. These students can explore and experiment with moderate creativity. | Advanced understanding of innovative approaches and a skilful ability to experiment with creativity. They can generate creative solutions through experimentation. | Mastery in understanding and implementing innovative approaches with a high degree of creativity and experimentation. These students consistently produce groundbreaking ideas through exploration. |
| 15 | Get the support needed to achieve valuable outcomes | Communicate sustainability goals clearly, build collaborations with stakeholders, and secure buy-in from teams and decision-makers. | Struggles to look for and obtain support effectively. Students at this level may have difficulty finding sources of support and building | Basic ability to seek support but may face challenges in obtaining it. They are in the early stages of building effective partnerships. | Can look for and obtain support adequately with a moderate level of effectiveness. These students can find potential sources of | Highly effective in looking for and obtaining support, proving strong interpersonal skills. They can build successful collaborations | Exceptional at looking for and obtaining support, with a profound ability to build collaborations and partnerships that lead to |

| | | | | | | | |
|--|--|--|----------------|--|---|----------------------|-----------------------|
| | | | collaborations | | support and initiate collaborations | and partnerships. | valuable outcomes. |
|--|--|--|----------------|--|---|----------------------|-----------------------|

EXERCISES

Exercise #1 – Sustainable Menu Innovation

| | |
|--------------------------------------|--|
| Pre-requisites | Completion of Chapter 5.1: Explore and experiment with innovative approaches. |
| Time | 1 hour |
| Tools | Notepads or digital devices for notetaking |
| Addressed skills | #15: Explore and experiment with innovative approaches |
| Addressed level of the skills | #15 Level 3: Adequate understanding of innovative approaches and the ability to experiment effectively. |
| Objectives | <ol style="list-style-type: none"> 1. Apply innovative thinking to create a sustainable menu item. 2. Develop a menu item that aligns with environmental and social sustainability principles. |

Instructions to the students:

1. Review Chapter 5.1 of this module, which covers innovative approaches in sustainability.
2. As a group, brainstorm and create a new menu item that incorporates sustainable ingredients and practices.
3. Consider the environmental and social impacts of your menu item. How does it contribute to sustainability?
4. Individually, prepare a brief presentation (3-5 minutes) to introduce your menu item to the class. Explain the ingredients, preparation methods, and sustainability aspects.
5. During the presentations, pay attention to your classmates' menu ideas and sustainability considerations.

Criteria:

- The menu item incorporates sustainable ingredients and practices: 0 (it doesn't) – 4 (it does perfectly).
- The new menu item's contribution to sustainability: 0 (it doesn't bring any contributions) – 4 (it is a very innovative approach and brings contributions to sustainability).
- The ingredients and preparation methods choices were justified: 0 (not at all) – 4 (very well).
- (Bonus) The menu item received positive feedback from the other classmates (up to 4 points)

| CRITERIA | NOTATION | | | | |
|--|------------|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| The menu item incorporates sustainable ingredients and practices | | | | | |
| The new menu item's contribution to sustainability | | | | | |
| The ingredients and preparation methods choices were justified | | | | | |
| The menu item received positive feedback from the other classmates | | | | | |
| NOTATION | /12 | | | | |

Comments:

This exercise allows students to take a hands-on approach to sustainability by creating and planning a sustainable menu item. It also encourages critical thinking about the challenges of implementation and fosters discussion on the feasibility of sustainable practices within the food and catering sector.

| Exercise #2 – Seeking Support for Sustainability | |
|--|---|
| Pre-requisites | Completion of Chapter 5.2: Get the support needed to achieve valuable outcomes. |

| | |
|--------------------------------------|---|
| Time | 1 hour |
| Tools | Notepads or digital devices for notetaking |
| Addressed skills | #22: Get the support needed to achieve valuable outcomes |
| Addressed level of the skills | #22 Level 4 |
| Objectives | <ol style="list-style-type: none"> 1. Evaluate strategies for obtaining support for sustainability initiatives. 2. Develop a persuasive pitch for garnering support. 3. Engage in a mock presentation to simulate seeking support. |

Instructions to the students:

1. Review Chapter 5.2 in the student manual, which explores strategies for obtaining support.
2. In pairs, select a sustainability initiative related to the food and catering sector. This could be a menu innovation, waste reduction plan, or energy-efficient upgrade.
3. Develop a persuasive pitch with a duration of 5-7 minutes for seeking support for your chosen initiative.
4. Consider your target audience, whether it's potential investors, customers, or colleagues.
5. Present your pitch to the class, simulating a real-life scenario.
6. Supply constructive feedback to your peers on the effectiveness of their pitches, considering the criteria below.

Criteria:

- Demonstrated comprehension of support strategies: 0 (no understanding) – 4 (excellent understanding)
- Effectiveness and persuasiveness of the pitch in seeking support: 0 (ineffective) – 4 (highly effective)
- Active participation and engagement during the presentation: 0 (disengaged) – 4 (highly engaged)
- Staying within the 5–7-minute time frame for the pitch: 0 (significantly over or under time) - 4 (perfect timing).
- (Bonus) Providing constructive feedback to classmates on the effectiveness of their pitches: 0 (no feedback provided) to 4 (constructive and insightful feedback).

| CRITERIA | NOTATION | | | | |
|--|----------|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| Demonstrated comprehension of support strategies | | | | | |

| | | | | | |
|---|------------|--|--|--|--|
| Effectiveness and persuasiveness of the pitch in seeking support | | | | | |
| Active participation and engagement during the presentation | | | | | |
| Staying within the 5–7-minute time frame for the pitch | | | | | |
| Supplying constructive feedback to classmates on the effectiveness of their pitches | | | | | |
| NOTATION | /16 | | | | |

Comments:

- This exercise supplies a practical opportunity for them to develop persuasive pitches, which is a valuable skill in seeking support for sustainability initiatives.
- By simulating a real-life scenario and presenting their pitches to the class, students gain experience and confidence in engaging with potential stakeholders, be it investors, customers, or colleagues.
- The peer feedback part fosters a collaborative learning environment, where students can learn from each other's strengths and areas for improvement. It promotes critical thinking and constructive communication skills.
- It's essential to remind students of the time limit for their pitches to ensure that the exercise stays within the allocated one-hour timeframe.
- Instructors should actively take part in the exercise, supplying guidance and feedback to ensure students grasp the concepts effectively.

| Exercise #3 – Sustainability Innovation Challenge | |
|--|--|
| Pre-requisites | Completion of Chapter 5.1: Explore and experiment with innovative approaches. Completion of Chapter 5.2: Get the support needed to achieve valuable outcomes. |
| Time | 2 hours |
| Tools | Notepads or digital devices for notetaking |
| Addressed skills | #15: Explore and experiment with innovative approaches. #22: Get the support needed to achieve valuable outcomes |
| Addressed level of the skills | #15 Level 4, #22 Level 4 |

Objectives

1. Encourage students to think creatively and collaboratively to address sustainability challenges.
2. Inspire innovative solutions in the food and catering sector.
3. Foster teamwork and presentation skills.

Instructions to the students:

1. Divide the class into small teams (3-4 students per team).
2. Provide each team with a sealed envelope having a sustainability challenge related to the food and catering sector. (Check the list of challenges in the comments section below)
3. Teams have 45 minutes to brainstorm and develop an innovative solution to their assigned challenge. They should consider both the sustainability aspect and strategies for obtaining support.
4. After the brainstorming session, each team selects a spokesperson to present their solution. The presentation should last 7-10 minutes and include creative elements like visuals, mock-ups, or role-plays to engage the audience.
5. Teams will present their solutions to the entire class.
6. Following each presentation, allow a brief Q&A session for the class to ask questions and supply feedback. Supply constructive feedback to your peers on the effectiveness of their pitches, considering the criteria below.

Criteria:

- Assess the creativity and uniqueness of the proposed sustainability solution: 0 (not creative and unique) – 4 (highly creative and unique)
- Evaluate the effectiveness and feasibility of the strategies outlined for obtaining support: 0 (ineffective) – 4 (highly effective)
- Assess the clarity, persuasiveness, and engagement of the presentation: 0 (not a good presentation) – 4 (excellent presentation)
- Evaluate how well the team engages the audience with their solution: 0 (not at all) - 4 (very well).

| CRITERIA | NOTATION | | | | |
|---|----------|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| Assess the creativity and uniqueness of the proposed sustainability solution | | | | | |
| Evaluate the effectiveness and feasibility of the strategies outlined for obtaining support | | | | | |
| Assess the clarity, persuasiveness, and engagement of the presentation | | | | | |
| Evaluate how well the team engages | | | | | |

| | | | | | |
|----------------------------------|------------|--|--|--|--|
| the audience with their solution | | | | | |
| NOTATION | /16 | | | | |

Comments:

This exercise offers a fun and interactive way for students to apply their skills and knowledge. They must work together creatively to address real sustainability challenges in the food and catering sector.

The element of surprise with sealed envelopes adds excitement and keeps students engaged.

Encourage students to think outside the box and come up with innovative, feasible solutions that can make a genuine impact on sustainability.

The presentation part enhances communication and persuasion skills, which are essential for gaining support for sustainability initiatives.

This exercise promotes teamwork, critical thinking, and problem-solving in an attractive and engaging manner.

List of proposed challenges for this exercise:

1. Reducing Food Waste: Develop a strategy to minimize food waste in a catering business, from sourcing to preparation and serving.
2. Sustainable Sourcing: Find innovative ways to source local, organic, and sustainable ingredients for a restaurant menu.
3. Energy Efficiency: Propose energy-efficient upgrades for a commercial kitchen, such as energy-saving appliances or lighting.
4. Plastic-Free Dining: Create a plan to cut single-use plastics in a restaurant, including alternatives for packaging and utensils.
5. Carbon Footprint Reduction: Develop a menu that significantly reduces the carbon footprint by emphasizing plant-based dishes and minimizing meat consumption.
6. Community Engagement: Create an initiative that involves the local community in supporting sustainability efforts in a restaurant or catering service.
7. Water Conservation: Implement water-saving measures in a restaurant's daily operations, from cooking to cleaning.
8. Sustainable Packaging: Innovate eco-friendly packaging solutions for takeout and delivery services.
9. Diverse and Inclusive Menus: Design a menu that caters to diverse dietary preferences and restrictions while keeping sustainability.
10. Ethical Sourcing: Ensure that all ingredients are ethically sourced, considering fair trade, workers' rights, and responsible farming practices.
11. Waste-to-Energy: Explore ways to convert food waste into energy or usable byproducts in a restaurant.
12. Seasonal Menu Planning: Develop a seasonal menu that highlights locally available ingredients to reduce food miles and promote freshness.

FINAL TASK OF THE MODULE

FINAL TASK MODULE 4: Final workshop: "The construction of a procedure for searching, implementing and maintaining innovative and sustainable practices"

| | |
|--------------------------------------|---|
| Pre-requisites | Completion of Module 4 |
| Time | 3 hours |
| Tools | Access to the internet and devices for online research. Art supplies (paper, markers, scissors, glue, etc.) Digital canvas or paper for brainstorming. Ingredients and kitchen equipment for recipe creation (if applicable). Presentation materials |
| Addressed skills | #15: Explore and experiment with innovative approaches. #22: Get the support needed to achieve valuable outcomes |
| Addressed level of the skills | #15 Level 4, #22 Level 4 |
| Topic area | Sustainability in the Food and Catering Sector |
| Objective(s) | <ol style="list-style-type: none"> 1. To encourage students to explore sustainable culinary practices through research and creativity. 2. To develop innovative ideas and procedures for implementing sustainable practices in the food and catering industry. 3. To create a visually appealing and comprehensive culinary procedure manual. 4. To brainstorm and record ideas for sustainable menu concepts. 5. To craft a detailed, sustainable recipe and presentation for showcasing sustainable culinary practices |

Instructions to the students:

1. Culinary Exploration (15 minutes)

- ✓ Start your culinary journey by researching online articles, videos, or cookbooks showcasing sustainable practices in the culinary world.
- ✓ Select three sustainable practices that ignite your culinary passion.

2. Sustainable Chef Challenge (25 minutes)

- ✓ Choose one of the sustainable practices and create an artistic representation or vision board that captures your creative ideas related to it.
- ✓ Express your vision using drawings, collage, or any medium you prefer.

3. Culinary Procedure Blueprint (45 minutes)

- ✓ Create a visually stunning and innovative culinary procedure manual with three sections: Discover, Innovate, Thrive. This should be a real showstopper!
- ✓ Use artistic elements, colours, and unconventional formats to make it visually striking.

4. Eco-Culinary Brainstorm (25 minutes)

- ✓ Unleash your culinary creativity and brainstorm innovative ideas that incorporate sustainability principles. Think about unique ingredients, cutting-edge techniques, or a showstopping menu concept.
- ✓ Record your ideas on a digital canvas or by sketching on paper.

5. Sustainable Recipe Creation (60 minutes)

- ✓ Choose one of your innovative ideas and craft a detailed, sustainable recipe around it. Include ingredients, step-by-step instructions, and tips for reducing environmental impact.
- ✓ Make your recipe visually appealing with illustrations or photographs.
- ✓ Savor your sustainable creation and reflect on its taste, presentation, and sustainability aspects.
- ✓ Prepare a dynamic and captivating presentation to showcase your sustainable recipe.

6. Culinary Showstopper Presentation (10 minutes)

- ✓ Make your recipe's presentation and shine as the culinary showstopper!

Criteria:

| CRITERIA | NOTATION / 4 | CHECK |
|--|--------------|-------|
| Workshop Overview | | |
| Inadequate introduction, lacking clarity. | 1 | |
| Basic introduction with minimal emphasis on goals. | 2 | |
| Clear introduction outlining workshop goals. | 3 | |
| Excellent introduction, effectively conveying workshop goals and importance. | 4 | |
| Session 1: Define Goals & Roles | | |

| 1.1 Goal definition | | |
|--|---|--|
| Limited discussion on defining goals. | 1 | |
| Basic discussion with unclear goals. | 2 | |
| Clear goal definition with identified goals. | 3 | |
| Thorough discussion with well-defined goals and aims. | 4 | |
| 1.2 Role Assignment | | |
| Minimal engagement in assigning roles. | 1 | |
| Basic role assignment with limited clarity. | 2 | |
| Effective role assignment with clear responsibilities. | 3 | |
| Highly effective role assignment, ensuring clear responsibilities. | 4 | |
| Session 2: Find Practices | | |
| 2.1 Survey Insights Review | | |
| Superficial review with limited discussion. | 1 | |
| Basic review of survey insights with some discussion. | 2 | |
| Comprehensive review with key findings discussed. | 3 | |
| In-depth review, extracting valuable insights from the survey data. | 4 | |
| 2.2 Brainstorming | | |
| Minimal participation and contribution in brainstorming. | 1 | |
| Basic participation with limited innovative ideas. | 2 | |
| Active participation, contributing innovative ideas. | 3 | |
| Highly engaged brainstorming, generating creative and sustainable practices. | 4 | |
| 2.3 Group sharing | | |

| | | |
|--|---|--|
| Ineffective group sharing with minimal engagement. | 1 | |
| Basic group sharing with limited insights. | 2 | |
| Clear and engaging group sharing of found practices. | 3 | |
| Highly effective group sharing, showcasing innovative practices effectively. | 4 | |
| Session 3: Design Comprehensive Procedure | | |
| 3.1 Survey Insights Review | | |
| Limited progress in constructing the procedure. | 1 | |
| Basic development with some key elements missing. | 2 | |
| Effective procedure development with key elements included. | 3 | |
| Highly detailed and comprehensive procedure development. | 4 | |
| 3.2 Key Elements Inclusion | | |
| Key elements are mostly absent or unclear. | 1 | |
| Basic inclusion of key elements, but lacking details. | 2 | |
| Clear incorporation of key elements like steps, responsibilities, timelines, and indicators. | 3 | |
| Excellent integration of key elements with precision and clarity. | 4 | |
| 3.3 Presentation Preparation | | |
| Inadequate preparation for the procedure presentation. | 1 | |
| Basic preparation with some missing details. | 2 | |
| Well-prepared for the presentation, including expected outcomes. | 3 | |
| Highly prepared, showcasing the procedure comprehensively. | 4 | |
| Session 4: Present Procedure (Showcase) | | |

| 4.1 Procedure Presentations | | |
|---|---|--|
| Ineffective procedure presentations with poor clarity. | 1 | |
| Basic presentations with clarity issues. | 2 | |
| Clear and engaging presentations, emphasizing steps and expected outcomes. | 3 | |
| Highly effective presentations with excellent clarity and engagement. | 4 | |
| 4.2 Q&A and Feedback | | |
| Minimal engagement in Q&A and feedback. | 1 | |
| Basic participation with limited questions and feedback. | 2 | |
| Active involvement in Q&A and constructive feedback. | 3 | |
| Highly engaged in discussions, asking insightful questions and providing valuable feedback. | 4 | |
| Session 5: Reflect & Share Insights | | |
| 5.1 Open Discussion | | |
| Limited participation in the open discussion. | 1 | |
| Basic involvement with minimal sharing of insights. | 2 | |
| Thoughtful participation, sharing valuable insights and challenges. | 3 | |
| In-depth involvement, contributing profound insights and engaging in meaningful discussion. | 4 | |
| 5.2 Key Takeaways: | | |
| Minimal understanding of key takeaways. | 1 | |
| Basic recognition of key points. | 2 | |
| Clear understanding and acknowledgment of key takeaways. | 3 | |
| Profound understanding, emphasizing the significance of sustainable procedures. | 4 | |

| Conclusion | | |
|---|---|------------|
| Brief and generic conclusion lacking impact. | 1 | |
| Basic conclusion, supplying some resources. | 2 | |
| Clear and appreciative conclusion, offering relevant resources. | 3 | |
| Excellent conclusion, emphasizing importance, and supplying valuable resources. | 4 | |
| NOTATION | | /56 |

Comments:

This workshop is designed to foster creativity and innovation in sustainable culinary practices. It allows students to explore various aspects of sustainability in the food and catering sector and develop practical skills for creating and presenting sustainable recipes. The criteria are meant to assess the quality of their culinary procedure manual, artistic representation, brainstorming ideas, recipe creation, and presentation. The workshop encourages students to think critically about sustainability and apply it in a culinary context.

SUGGESTED SCHEDULE

| HOURS | ACTIVITIES |
|---------|---|
| 1 - 3 | Chapter 1 - Finding and Understanding Sustainable Practices |
| 4 - 6 | Chapter 2 - Best Practices for Successful Collaboration - Collaboration in the Food and Catering Sector |
| 7 - 9 | Chapter 3 - Learning with Others: Peers and Mentors |
| 10 - 12 | Chapter 4 - Defining Priorities and Action Plans & Setting Long-, Medium-, and Short-Term Goals |
| 13 - 14 | Chapter 5.1 - Explore and experiment with innovative approaches |
| 15 | Exercise 1 |
| 16 - 18 | Chapter 5.2 - Get the support needed to achieve |

| | |
|---------|--|
| | valuable outcomes |
| 19 | Exercise 2 |
| 20 – 21 | Exercise 3 |
| 22 – 24 | Chapter 6 - Interacting, Communicating, and Sharing Information through Digital Technologies |
| 25 – 27 | Case Study: Sustainable Practices in the Food and Catering sector in Romania |
| 28 - 30 | Final Workshop |

PEDAGOGICAL SUGGESTIONS AND GENERAL REMARKS

Pedagogical Suggestions

- **Interactive Discussions:** Encourage students to engage in discussions and debates on sustainable practices in the food and catering sector. Use real-world examples and case studies to stimulate critical thinking.
- **Guest Speakers:** Invite guest speakers from the food and catering industry who have successfully implemented sustainable practices. They can share their experiences and insights with students.
- **Group Projects:** Assign group projects where students collaborate to develop sustainable menus, event plans, or waste reduction strategies. This promotes teamwork and practical application of concepts.
- **Field Trips:** Organize field trips to local farms, sustainable restaurants, or catering companies. This hands-on experience can deepen students' understanding of sustainable sourcing and practices.
- **Online Resources:** Provide students with access to online resources, articles, and documentaries related to sustainability in the food industry. Encourage them to explore these materials for research and inspiration.

Additional Materials

- Sustainable Food Samples: If possible, bring in samples of sustainable food products or dishes for students to taste and evaluate. This can make sustainability concepts more tangible.
- Sustainability Reports: Share sustainability reports from well-known food and catering companies. These reports often detail their environmental initiatives and can serve as examples for students.
- Cooking Demonstrations: Consider organizing cooking demonstrations or workshops that focus on preparing sustainable meals. This can enhance students' practical culinary skills.
- Environmental Impact Calculators: Supply access to online tools or calculators that allow students to estimate the environmental impact of different food choices, such as carbon footprint calculators.

General Remarks

- Assessment: Assess students not only on their knowledge but also on their ability to apply sustainability principles in real-world scenarios. Use a variety of assessment methods, including presentations, reports, and practical assignments.
- Encourage Creativity: Foster creativity and innovation in sustainability projects. Encourage students to think outside the box when developing sustainable menus or solutions.
- Continuous Learning: Emphasize the importance of continuous learning and staying updated on the latest trends and practices in sustainable food and catering. Encourage students to seek ongoing education in this field.
- Sustainability Beyond the Classroom: Encourage students to incorporate sustainability into their daily lives, not just in their professional careers. This includes making sustainable food choices at home and reducing food waste.
- Feedback: Supply constructive feedback to students on their sustainability projects. Highlight both their strengths and areas for improvement to ease growth.

Overall, this module offers a comprehensive foundation in sustainable practices in the food and catering sector. By incorporating these pedagogical suggestions



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and added materials, teachers can enhance the learning experience and empower students to become advocates for sustainability in the culinary world.

