


## "Our favorite dish is the best"

Confrontation with an exemplary problem statement or exercise	Preparation time	Requirements	Duration
<p>The students think about their favourite dish and plan the preparation and purchase of this dish with their classmates in a team. Afterwards the group has the possibility to buy the necessary food and ingredients independently.</p> <p>During the practical lessons the students prepare and eat their favourite dish. Afterwards they reflect on their own learning process.</p> 	20 minutes	★★★★☆	5 TU
	<b>Competence-oriented learning outcome:</b>		
	I can prepare food independently.		
	<b>Aim of the teaching sequence in the module:</b>		
	Learners find a personal approach to the topic and arouse their interest.		
	<b>Learning outcome</b>		
Self-prepared favourite dish			
<b>Required materials/media:</b>			
Class or group room, pens and paper, Computers with Internet access or cook books; Training kitchens with equipment and a dining room. Food is selected and purchased by the learners themselves			

## "Our favorite dish is the best"

Phase	Duration in min	Social-setting	Materials/ Media	Methodical-didactical notes / implementation
Confrontation	20 min	PL	Pens and paper	<p>Entry 1: The students are given the task of thinking up their personal favourite dish. This can be a starter or dessert and can be both sweet and spicy. The entries are then clustered. The students form groups according to their taste preferences. ✍️ 👑</p> <p>Entry 2: The teacher gives a proven recipe for a popular dish and the students assign themselves to a dish. This results in the formation of groups. ✍️</p>
Reconstruction	50 min	GW	Computer and Internet, cookbooks	Students research recipes on the Internet, in cookbooks or by interviewing family members. They plan the purchase and create a workflow plan for the preparation of their meal. 🔍
Intervention/Interaction	Free time	GW	Cash, shopping facilities	They buy the food they need from a grocer/supermarket of their choice. There are no restrictions. Invoices and packaging must be brought into class. In case of unpackaged food, the product labelling must be photographed or written down in the shop. ✍️
Deconstruction	150 min	GW	Kitchen including equipment, dining room	<p>Entry 1: In the teaching kitchen, the dishes are prepared and eaten in the team using the purchased ingredients as part of the practical lessons. All preparatory, main and follow-up work is carried out by the students on the basis of its work flow planning. The meals are taken together in a beautiful ambience</p> <p>Entry 2: Students bring the dishes prepared from home or bring a printed photograph of the dish or bring a model of the dish made out of modeling dough or bring a drawing. ✍️</p>
Reflection	20 min	PL	Pens and paper	Subsequently, the students reflect on the following questions: How did the dish taste? How aesthetical does the dish look like? What is the nutritional value of the dish? Is it "healthy"? What criteria were used to select the food when shopping? They record the results per group in writing on a flip chart. 🗨️ 📖

IW: Individual work; PL: Plenum, GW: Group work;

# Planning of a systemic Learning and teaching arrangements for regional, sustainable food systems

Titel

## **A Confrontation / “Our favourite dish is the best”**



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# Learning activity plan



## 1 Learning Module


### 1.1 Overview



Element/Topic	A / "Our favorite dish is the best"
Curricula/Competences	AB 2.5.1.B: I can prepare food independently. BHM 1.3.2.B: I can read recipes and implement them practically. BHM 1.3.4.B: I can arrange and present food professionally.
Learning objectives	Find a personal approach to the topic and arouse personal interest by preparing and eating your favourite dish
Learning outcomes / Competences of professional subject-related learning	I can... <ul style="list-style-type: none"><li>• find recipes for my meals</li><li>• plan my purchase</li><li>• create a plan for the preparation of my dish</li><li>• making preparations for the cooking of a dish</li><li>• prepare meals independently</li><li>• arrange and present dishes professionally</li><li>• recognize product labels</li><li>• recognize the nutritional value of a food</li></ul>
Learning outcomes / Competences of the methodical, social and personal area	I can... <ul style="list-style-type: none"><li>• reflect and report on my work steps</li><li>• accept other points of view and find a solution together with my partner</li><li>• plan and execute work steps in the team</li></ul>
Schedule	250 min

## 1.2 Learning activity planning

Phase in Module (GP)	When? Guideline	What for? Learning objectives, partial competences	What? Detailed learning steps incl. technical questions/explanations/contents	How? Methodical procedure; learning outcomes learning materials	Who with whom? Social learning Role of teacher	What with? Media, Equipment Resources
<b>Konfrontation</b>	20 min	<i>The Students reflect known dishes and can choose their favourite dish</i>	<p>Entry 1: The Students are given the task of thinking up their personal favourite dishes. These should be a starter and dessert and can be sweet or spicy. Afterwards the teacher will cluster the entries. The selection of the dishes to be prepared is done by means of a point query of the Students. The desserts are divided into groups according to their taste preferences or are assigned using memory cards.</p> <p>Step 2: The teacher gives the students a list of popular dishes and the students assign themselves to a meal. This is how the groups are formed.</p> <p>Translated with <a href="http://www.DeepL.com/Translator">www.DeepL.com/Translator</a> (free version)</p>	<p>Collection of favourite dishes</p> <p>Selection via point query</p> <p>Group formation by preference or allocation with memory cards</p>	PL	  Pens and paper or coloured cards 

Phase in Module (GP)	<b>When?</b> Guideline	<b>What for?</b> Learning objectives, partial competences	<b>What?</b> Detailed learning steps incl. technical questions/explanations/contents	<b>How?</b> Methodical procedure; learning outcomes learning materials	<b>Who with whom?</b> Social learning Role of teacher	<b>What with?</b> Media, Equipment Resources
<b>Rekonstruktion</b>	50 min	<i>The Students can select a recipe according to individual criteria The Students can create a schedule for the preparation of a dish.</i>	The Sus research recipes on the Internet, in cookbooks or by interviewing family members. They plan the purchase and create a workflow plan for the preparation of their meal.	Research with different media Selection of a recipe Creation of a schedule	GA Teacher is available for questions, can provide books	 Computer and Internet, cookbooks
<b>Intervention</b>	Freetime	<i>Students can make their own purchases and select products according to individual criteria.</i>	The Students buy the necessary food from a grocer of their choice. There are no restrictions. Invoices and packaging must be brought to class. The product prices are written on the product beforehand by the Sus. In the case of unpackaged food, the product labeling must be photographed and noted in the store.	Shopping for food at a grocery store of your choice  Food labeled with price	GA	 Cash, shopping, face mask

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<i>Interaction / Dekonstruktion</i>	150 min	<i>The Students can prepare dishes and arrange them attractively. They can carry out preliminary, main and finishing work using a work plan.</i>	In the teaching kitchen, the dishes are prepared in the team using the purchased ingredients, prepared and eaten by the Students. All preparatory, main and finishing work is carried out by the Students on the basis of their work planning. The meals are eaten together in a beautiful ambience.	Ready made dish Cleaned teaching kitchen	GA Teacher provides support, helps with various activities	 kitchen incl. equipment, eating room

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<b>Reflection</b>	30 min	<i>The Students can evaluate the courts according to different questions and reflect on their own actions</i>	Subsequently, the Students reflects on the following questions: What did the dish taste like? What is the nutritional value of the dish? Is it "healthy"? What criteria were used to select the food when shopping? They record the results for each group in writing. What would I change / keep the next time?  Finally, individual questions can be discussed in the plenum. As an extension, buying motives can be worked out.	Filled in reflection sheet	PL	  Pencils and paper / template

# Basic considerations about teaching and learning

## 2 Didactical analysis

### 2.1 Pre-knowledge/pre-concepts/pre-experience

The learners know about basic steps in the preparation of food and can carry them out independently.

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Students can use the computer and the Internet independently.

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Students can maintain hygiene and safety measures when preparing food.

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### 2.2 Didactical and methodological considerations

#### 2.2.1 Importance of the educational content for the learners

Through this lesson unit, the learners should experience for themselves the steps behind the consumption of their favorite dish. From choosing a dish to searching for a recipe, consciously buying the food, preparing it and eating it, all steps are done by the learners themselves. Through the subsequent reflection with specific questions, the learners are encouraged to reflect on their shopping behavior and to recognize their own buying motives. The assessment of the nutritional value of the dishes contributes to the awareness of a healthy and balanced diet.

#### 2.2.2 Didactic reduction / Didactic focus

The didactic reduction takes place through a conscious selection of individual dishes by the students. If necessary, the didactic focus can be placed on individual work steps by means of specific preparatory work (e.g.: when preparing a yeast dough striation, the dough can be prepared by the teacher, the didactic focus in class is then on the different types of weave).



### **2.2.3 Aspects of individualization and differentiation**

Individualization as well as differentiation can be made in the selection of dishes. The teacher can also consciously divide the groups in order to allocate the degree of difficulty of the food to be prepared. If learners find it very difficult to prepare dishes on their own, small tasks can be specifically assigned to them. In addition, support for weaker learners can be guaranteed through group allocation.

Due to the corona situation, it is possible that the learners are in home schooling. In order to be able to carry out the unit, the learners are asked to choose a dish and prepare it at home. The working method is documented by means of a video filmed by the students. The videos can then be made available to fellow students on a platform. Questions can also be prepared for the classmates concerning the nutritional value etc. For this it is important to inform the parents and ask for their support.

### **2.2.4 Success control, securing results, performance evaluation**

The control of success as well as the performance assessment is done by means of the evaluation of the work process. The results are secured by reflecting on the cooking process and the above mentioned questions.



### **2.2.5 How is personal learning progress reflected and documented?**

The individual learning progress is reflected and documented by means of a reflection sheet.


By keeping a learning diary, the learners can see their individual learning progress and can view their individual learning gain at any time.


It can be communicated to the class colleagues during the joint meeting.


### 3 Materials


	Write down your personal favourite dish.
	Award points on the dishes written down first.

OR



	Your teacher will give you dishes, decide which one you would like to prepare.
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	Research recipes for the selected dishes on the internet, in cookbooks or in magazines. Use these recipes to make your shopping list.
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	Buy the food you need from a grocer of your choice. There are no restrictions. Bring the invoices and packaging to class. For unpackaged food, take a picture of the product label in the shop or write it down.
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	Prepare your dish in the training kitchen. To help you, draw up a work plan first.
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	<p>Afterwards, reflect on the following questions: How did the dish taste? What is the nutritional value of the dish? Is it "healthy"? What criteria were used to select the food when purchasing it?</p>
	<p>Record the results in the learning diary.</p>

<p>... is particularly successful for me / ... I am proud of ...</p>	<p>... I have discovered / learned ...</p>
<div style="border: 2px solid black; border-radius: 50%; width: 60%; margin: 0 auto; padding: 10px; background-color: #d9ead3;"> <p><b>When I look back on today's teaching unit ...</b></p> </div>	
<p>... I still want to know ...</p>	<p>... I want to do better next time ...</p>

