

## „The region invites you to enjoy“

D: Dekonstruktion einer SOLL-SITUATION	Preparation time	Claim	Duration in
<p>A festival takes place:</p> <p>The learners invite their guests to a stakeholder workshop under the motto "The region invites you to enjoy" and cook a sustainable favourite meal for them.</p> <p>They present the model of the region and inform the guests about the insights they have gained from the learning processes by presenting the background to their purchasing decisions and justifying their actions.</p> <p>In this way the pupils' learning becomes visible and they act as multipliers for a sustainable region.</p> <p>A station operation in which guests work participatively with pupils on the further development of the region is implemented and the region model is expanded by "useful" results.</p>	60 minutes	★★★★☆	6—12
	<b>Competence-oriented learning objectives:</b>		
	<p>AB2.4.1.B I can select food for a complete diet according to available resources.</p> <p>UF5.6.2.C I can transfer models of "best practice" examples to my own life reality.</p>		
	<b>Aim of the teaching sequence in the module:</b>		
	<p>Create awareness for sustainable regional consumption or further develop the region with regard to sustainable regional food systems.</p>		
	<b>Learning products</b>		
	<p>"Sustainable" favourite dish, station operation for the participatory development of the region, final report</p>		
<b>Required materials/media:</b>			
<p>Suitable premises + standard presentation material* Region model</p> <p>Food is selected and bought by the learners themselves</p>			

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Phase	Duration in min	Social-setting	Materials/ Media	Methodical-didactical advice / implementation
Confrontation	30	PL	Flipchart Pens Index cards	The learners are confronted with the situation that they, as multipliers in their region, are to present the knowledge they have gained to a selected group of guests and spoil them with their favourite dish, which has since become a lasting favourite. They decide on the guest list and start thinking about the invitation. ✍
Reconstruction	200	GW	PC, printer, flipchart, pens, check-list	Learners plan and design the information evening, taking into account all the detailed steps - purchasing, work flow chart, table design, service, etc., introduction to presentation using the model + station operation on the topics of sustainable nutrition. 👥
Intervention/ Interaction	250	PL GW IW	Kitchen including equipmen, Dining room  Presentation mat.	<p>Day of the workshop: The highlight of this learning setting is the culinary and intellectual interaction with the guests in their role as multipliers. 📖</p> <p>The learners manage the station operation - at each station, stimulating questions about the further development of the region are discussed with the guests and the results are secured.</p>
Deconstruction	100	PL	Region model  Cards, pens	The results of the station operation as a contribution to the optimisation of the region are discussed and the actual/target state is compared and possible solutions are summarised and relevant ones are incorporated into the region model. 📄
Reflection	25	IW PL	Final report, Learning diary	The learners reflect the added value of the evening through the participatory involvement of people from the region. We have learned from the role of a multiplier* in this evening. ✍

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

# Planning of a systemic learning activity on local sustainable food systems

Element/Topic

## D: Deconstruction

**"The region invites you to enjoy!"**



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# Learning activity plan


## 1 Learning Module



### 1.1 Overview


Element/Topic	D: Deconstruction  "The region invites you to enjoy!"
Curricula/Competences	2nd vintage Product refinement, direct marketing, budget management
Learning objectives	Create awareness for sustainable regional consumption or further develop the region with regard to sustainable regional food systems
Learning outcomes / Competences of professional subject-related learning	I can ... <ul style="list-style-type: none"> <li>• ...select food according to quality criteria and intended use</li> <li>• ... preparing food for processing</li> <li>• ... read recipes and put them into practice</li> <li>• ... arrange and present food professionally</li> <li>• ... consider culinary trends and regional specialties in the preparation of meals</li> <li>• ... refine animal and vegetable raw products to high-quality (semi-) finished products</li> <li>• ... apply basic techniques of food treatment and processing</li> <li>• ...organize and carry out events</li> </ul>
Learning outcomes / Competences of the methodical, social and personal area	Ich can... <ul style="list-style-type: none"> <li>• ...measures for safety, accident prevention and hygiene and instruct employees in these</li> <li>• ...prepare a meal together in a group with my classmate</li> <li>• ...follow and implement clear work instructions</li> <li>• ...work alone as well as in a team</li> </ul>
Schedule	580 Minutes

## 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
Confrontation	30 minutes	<p><i>Students start organizing the event</i></p> <p><i>finished learning product: guest list</i></p>	<p>Students are confronted with the situation that they present the knowledge they have gained in their region to a group of guests.</p> <p>First step: Creating a guest list The students write on index cards guests who are to be invited to the stakeholder workshop. Afterwards, the cards are placed on a flipchart and the plenary discusses which guests are to be invited. The wishes of the students are considered.</p>	<p>Independent work of the students</p> <p>Group discussion within the class</p>	<p>joint work of the students</p> <p>Teacher: Introduction to this topic</p>	<p>Flipchart, pens, index cards</p> 

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Reconstruction	200 minutes	<p><i>Students plan the stakeholder workshop.</i></p> <p><i>finished learning product: complete planning of the event</i></p>	<p>The students are divided into groups. Each group is responsible for one subject area Group divisions are written down on a flipchart and hung up in the class</p> <p>subject areas:</p> <ul style="list-style-type: none"> <li>- Set workshop leader</li> <li>- Write invitations (experts must be informed about the topic of the workshop)</li> <li>- Purchasing</li> <li>- Table design</li> <li>- Catering Service</li> <li>- Presentation of the model of the food system of the home region</li> <li>- Planning station operation</li> <li>- Creation of a questionnaire for the stakeholder workshop</li> </ul>	<p>Overall planning of the event</p> <p>Group classification</p> <p>Group work</p>	<p>Independent work of the students</p> <p>Supervision of the teacher</p>	<p>Checklist PC, printer</p> <p>Decoration for table design</p> <p>Drinks &amp; Food</p> <p>Flipchart, pens, Rooms</p> 

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Intervention	250 minutes	<i>Students conduct the Stakeholder Workshop</i>	<p>Day of the stakeholder workshop: Pupils lead a culinary and intellectual interaction with the guests.</p> <p>Sequence of events:</p> <ul style="list-style-type: none"> <li>- Brief introduction or reception of the guests with drinks and small snacks</li> <li>- Presentation of the already developed model of the food system of the home region</li> <li>- Station operation in the form of a World Cafe - processing of questions</li> <li>- Eating together</li> </ul>	Implementation of the planned event	<p>Independent work of the students</p> <p>Support of the teacher</p>	<p>Rooms</p> <p>Kitchen</p> <p>PC, beamer, screen</p> <p>Tables for station operation</p> <p>Flipchart, Pens</p> <p>Dining room</p> 
Deconstruction	100 minutes	<p><i>finished region model</i></p> <p><i>actual &amp; target situation compared</i></p>	<p>The results of the station operation as a contribution to the optimization of the region are discussed and the actual/target state is compared. Possible solutions are summarized, and relevant ones are incorporated into the region model</p> <p>Answering the questions together:</p> <ul style="list-style-type: none"> <li>- Collect and summarize questions on flipchart (what was important, what not)</li> </ul>	<p>Postprocessing of station operation</p> <p>Integration of the results into the existing model</p>	<p>Independent work of the students</p> <p>Support of the teacher</p>	<p>existing region model</p> <p>Results of the station operation.</p> 

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Reflection	<i>Deadline for submission of the final report: one week after Stakeholder Workshop</i>	<i>finished learning product: final report</i>	<p>The students reflect on the added value of the evening through the participatory involvement of people from the region. What did the students learn through their role as multipliers* on this evening?</p> <p>Afterwards, each student has to write a final report on the stakeholder seminar, including a flipchart with the questions. Size: approx. 1 A4 page</p> <p>The best report will be published in the school newspaper as well as in the alumni newspaper.</p>	Follow-up of the stakeholder workshop	<p>Independent work of the students</p> <p>Support of the teacher</p>	<p>PC</p> <p>Final Report</p> <p>School newspaper, graduate newspaper</p> 

### 1.3 Sources:

- Curriculum of the agricultural and forestry technical schools in Styria:

[https://www.fachschulen.steiermark.at/cms/dokumente/11973859\\_103317048/3cbddf85/Lehrplan%20Land%20und%20Ern%C3%A4hrungswirtschaft.pdf](https://www.fachschulen.steiermark.at/cms/dokumente/11973859_103317048/3cbddf85/Lehrplan%20Land%20und%20Ern%C3%A4hrungswirtschaft.pdf)

## 2 Annex to the learning activity plan

### 2.1 Medias

#### Checklist:

1. Preparation
  - Date confirmation
  - Create guest list
  - Write invitations (inform experts about stakeholder workshop)
  - Approval by management
  - Information of the teacher colleagues
  - Organization of a second teacher
  - Statement of costs
  - Clarification of the boarding school kitchen (packed lunch boarding school kitchen)
  - Purchasing
  - Table design
  - Catering Service
  - Set group speaker
  - Set seminar start and end dates
  - Lesson preparation for workshop (presentation, station operation)
2. Implementation
  - Control: Station operation, presentation, PC, kitchen,...
  - attendance list
  - Clarify and execute work orders
  - Clarifying open points to the seminar
  - Write down and answer information in the form of questions
3. Follow-up
  - Collect, summarize and rework stakeholders (general report)
  - Linking the workshop with the subject
  - Report

#### Other materials:

- Flipchart, pens, index cards
- PC, printer, beamer, screen
- Decoration for table design
- Drinks and food
- Premises (seminar rooms, dining room, kitchen)
- Tables and armchairs



# Basic considerations about teaching and learning

## 3 Didactical analysis

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

- - Previous experience in kitchen management during the preparation of your favourite dish (hygiene, general principles of kitchen management, etc.)
- Experience in organizing an event (working with programs for creating invitations)

### 3.2 Didactical and methodological considerations

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

The students get an insight into the topic of the nutrition model of the home region. The students apply the knowledge they have already learned in the kitchen tours. The students plan and organize an event and put it into practice.

#### 3.2.2 Didactic Reduction / Didactic Focus

The didactic focus of this course content refers to the product refinement or direct marketing of local food or the nutritional status of the favourite dish. The focus is on creating a regional model of the nutritional system of the home region and preparing the students' favourite dish. A further important component is the entire planning of an event, which the students can not only organize but also implement.

As a learning product, the students create a regional model of the home region's food system together with the experts and lecturers as well as a final report of the event.

#### 3.2.3 Aspects of individualization and differentiation

Students should not only acquire theoretical knowledge during their school years, but also be able to put topics into practice. Especially in cooking classes, practical work is very important for the students, because only in this way will they learn something lasting and meaningful.

This principle also applies when planning an event. When the students conduct the event, it can be discussed afterwards what worked well and what did not.

The teacher's task is to observe whether all students are actively involved. In group work and practice groups there is always the danger that some students work more actively than others.

The subject matter taught should be relevant for the students' future.

#### 3.2.4 Performance review, result assurance, assessment

The control of success can be assessed as follows:

- During the preparation of the favourite dish (the food must be fit for consumption)

- When planning the event (invitations, the entire course of the event, etc.), through subsequent evaluation, it is very easy to monitor the success of the event

**Performance assessment:**

- In practical lessons, mainly through the active cooperation of the students
- Final Report

**3.2.5 How is personal learning progress reflected and documented?**

Students have to write a final report of the stakeholder workshop.

The following questions are particularly important:

- What was particularly important for you?
- What was new for you?
- What do you think you could use again later?
- Are there any uncertainties that need to be clarified in the next lesson?

When planning the lesson, an overview plan must be drawn up showing which student has to do which task. This is important on the one hand for the students to make sure that nothing is overlooked during the planning and on the other hand for the teacher during the performance evaluation.

During the evaluation one can ask what was unimportant or not relevant for the students. The result of this evaluation should be documented in writing by the teacher in order to improve himself/herself.