

Sustainability and Entrepreneurship in Catering.

Time to Teach Sustainability and Entrepreneurship in Catering Together.



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Introduction

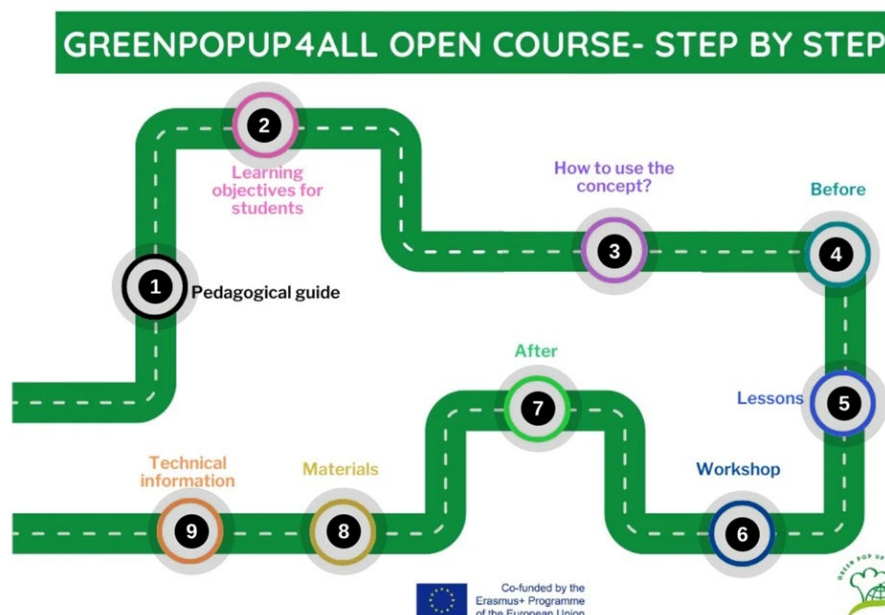
Sustainability, green transition, climate disaster are difficult concepts to understand and relate to, but they are concepts we often hear. It is therefore important that the concept “GreenPopUp4all” is introduced to the students in such a way that they understand that the earth is not about to collapse, but that there are serious problems that we can and must contribute to solve all of us, all over the world.

With the Global Goals for Sustainable Development and entrepreneurship, all of our schools must work together and agree on how we can contribute to solving some of the problems.

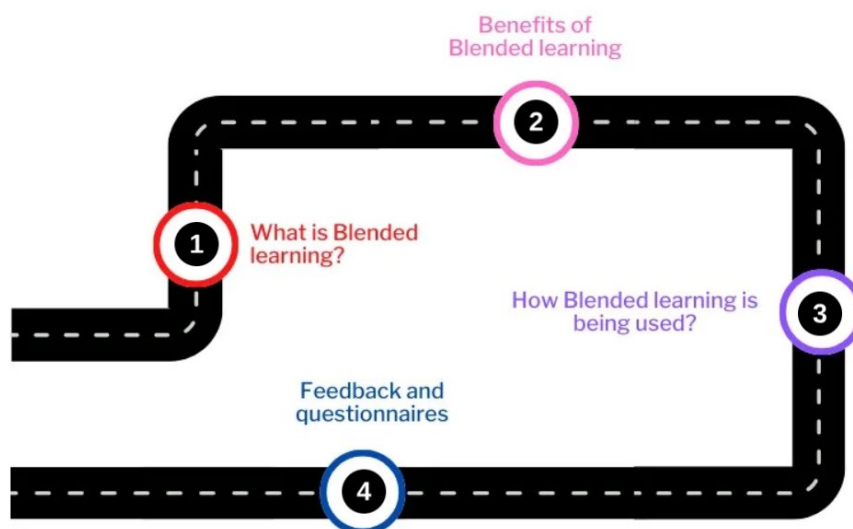
It is fortunate that we can all help to make a positive difference in a sustainable direction with locally produced ingredients. Both with our choice of food, but also in many other daily activities. In this teaching material, we work with the Sustainable Development Goals (SDG) directly in meals planning and through the whole popup restaurant concept. By participating in this project, the students from the countries must get the good ideas and put them into practice, as well as make the ideas visible to others.

Technical matters

- Choose the platform you prefer to use - Teams, Google Hang Outs, WhatsApp, ZOOM or similar.
- Teachers can use the created material from the Moodle course and create hands-on learning assignments on their chosen learning platform (LMS). The created training material should then be linked to their own LMS. Please visit [GreenPopUp4all – open course](#), which contains theory material that has been created for this project. environment.



GREEN POP UP 4 ALL - PEDAGOGICAL GUIDE



1. Learning objectives for students

Students' learning objectives

- To understand four dimensions of sustainability in catering.
- To understand entrepreneurial mindset in student's own work.
- To experience how to communicate and work in multi-cultural groups.

2. How to use the concept

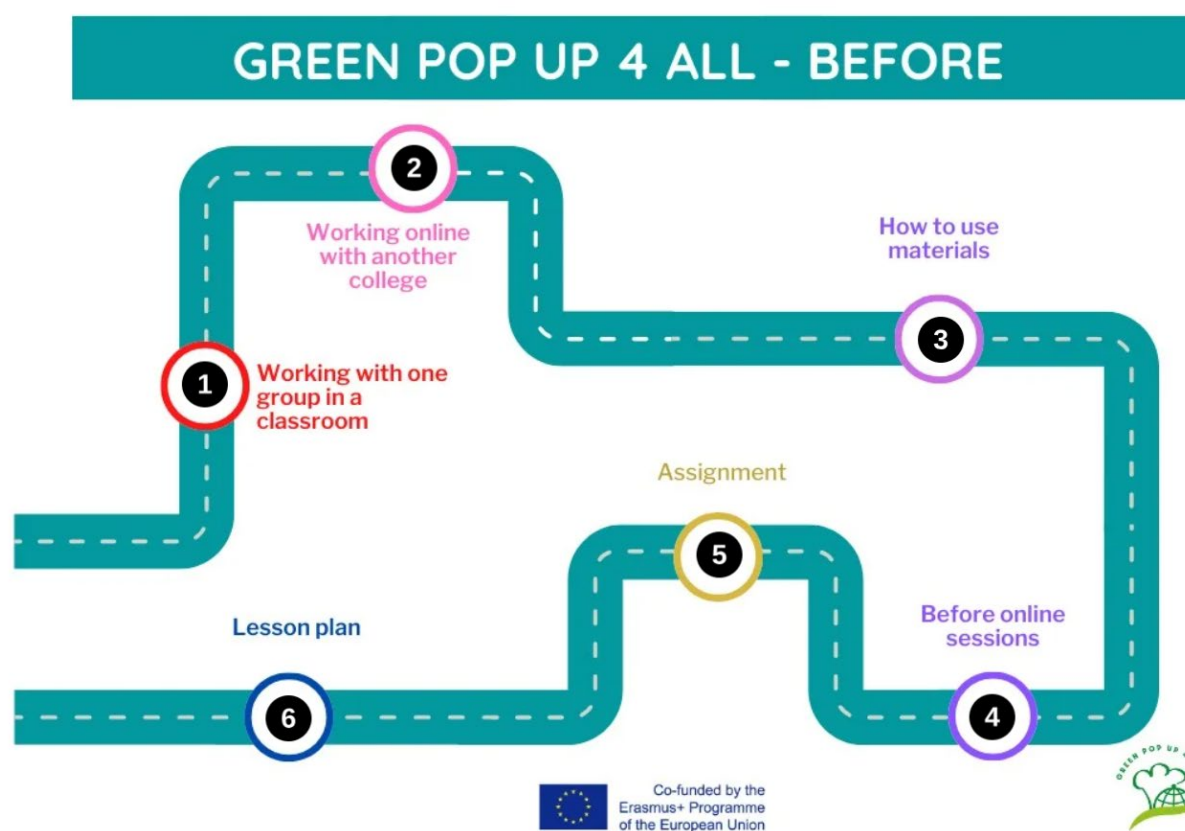
Two options exist for teachers to conduct a Blended learning module.

1. Use ready-made materials in the classroom with your own students.
2. Use ready-made materials together with partner colleges.

You can find all the necessary materials [in the open course](#).

For more information about how to use Blended learning please read the "Before" section. Here we will explain teacher's tasks when working with the concept.

3. Before



Working with one group in a classroom/ Working online with another college

If you want to work with another college, then you need to find a partner college.

How to utilize material in a classroom?

1. Choose the theme for the workshop (examples: Nordic Kitchen, Sharing menu with Swedish taste, Festive dinner, the story of the catch of the thousand lakes in Finland).
2. Divide your students into 3-4 groups.
3. Select a group leader in each group.
4. Assign a teacher/coach for each group if necessary.
 - **A teacher's role is to facilitate, support, and ensure that all the dimensions of the students are included.**
5. Each online session topic will be one topic for a classroom lesson.

Topics are:

- Presentation and getting to know each other.
- 4 dimensions of sustainable development.
- Entrepreneurial mindset and business idea.

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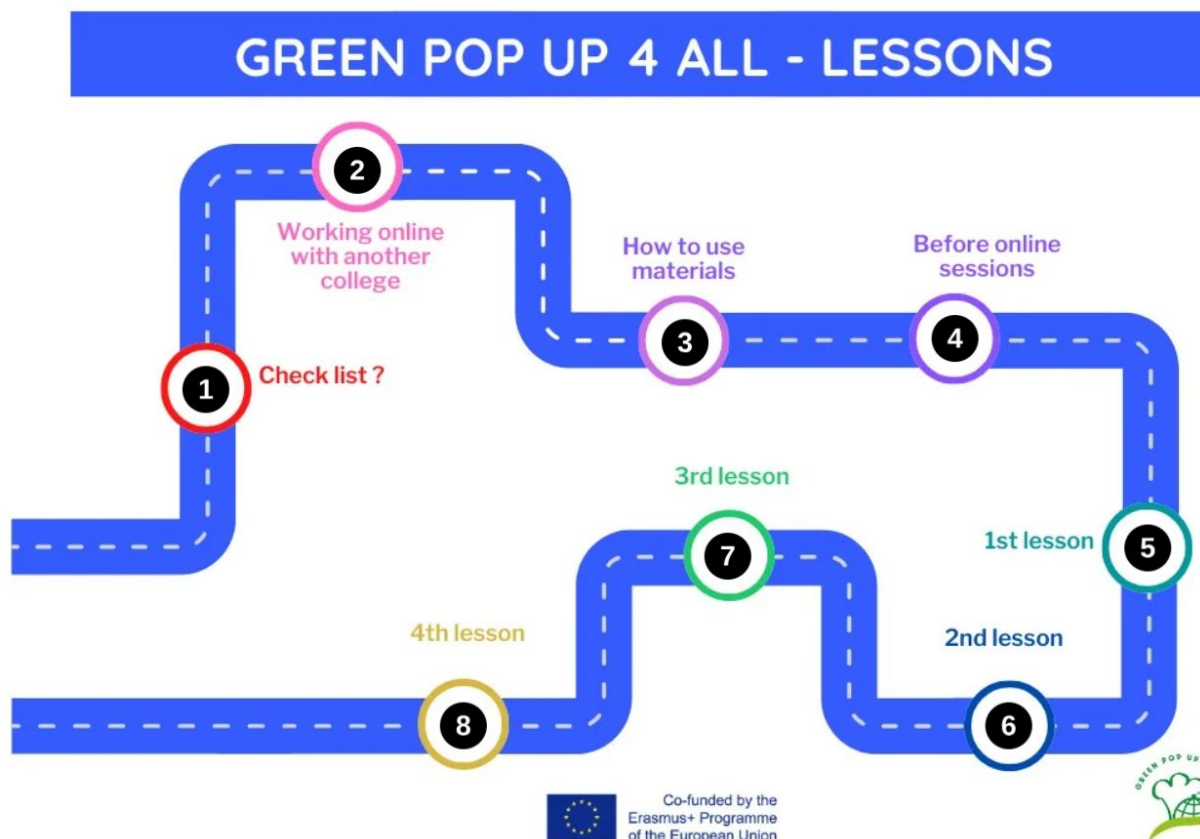
Teachers' manual - How to use the course without Moodle

- Create an action plan for hands-on learning sessions, which is conducted in "During" phase.

Teachers to do list

1. Get familiar with the materials already developed.
2. Plan and create the **lesson plan** for the online module course including who is responsible for what part.
 - Plan lessons based on the level of the participating student groups. Keep focus on sustainability, entrepreneurial mindset and digitalization utilizing the concept of the Blended learning.
 - Plan the theme and the assignment for the students.
 - [Assignment examples](#) can be found from teacher's manual in the [open course](#) and [the blog](#).
3. Choose the online environment and make sure that all involved teachers have admin rights. Learn how to use breakout rooms in Teams-meeting or create separate Teams-meeting links for each group.
4. Decide how many groups to create.
5. Send the online-meeting (Teams/Zoom/or similar) invitation to all participants.
6. Check if everybody has access to the online-meeting and all materials and assignments.

4. Lessons



Working online with another college

Blended learning - Working partly online

1. Choose your partner college(s) and explain them the concept of blended learning.
2. Arrange the (online) meeting for all participating teachers to explain the teacher's role and responsibilities.
3. Make the lesson plan and agree it with your colleagues:
 - Choose the theme for the workshop (examples: Nordic Kitchen, Sharing menu with Swedish taste, The story of the catch of the thousand lakes in Finland)
 - Divide your students into 3-4 mixed groups (students from each college) and assign a teacher/coach for each team.
4. Utilize online session materials and assignments.

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Topics are:

- Presentation and getting to know each other,
- 4 dimensions of sustainable development,
- Entrepreneurial mindset and business idea,
- Create an action plan for workshop learning sessions, which will be conducted in "During" phase.

How to use materials

You may choose one of the ready-made learning assignment examples that was presented earlier.

IMPLEMENTATION:

Prepare the online sessions – have an extra lesson at your own school to ensure below tasks have been completed:

- Introduction to the *project* and benefits of blended learning to all participants.
- Introduction the platform you have chosen and check if everybody has access to it.
- Before the online lesson instruct the teachers on how to work with the task (in virtual meeting room or in the classroom).
- Ask students to fill in the questionnaire “before” (ad link) the blended learning.
- Check if the students have filled the questionnaire before the 1st online lesson.
- Consider suggesting the students to prepare them to be able to present themselves during the 1st online lesson (you can give them the template with supporting questions).
- Introduce the GDPR template to students and teachers and get it signed.

Materials to be used:

- Teacher manual – pedagogical guidelines
- “Before” questionnaire
- Supporting questions for introducing

1st online lesson - Presentations and introduction of GreenPopUp4All (if there is partner school involved)

- Present the lesson plan and learning outcomes of the module.
- Introduce the participants and teachers.
- Present the assignment and deadline.
- After the theoretical part, teachers instruct the groups on how to start working with their own team (in virtual meeting room or in the classroom).
- The group will start working on the first assignment using the template with supporting questions.
- Recommend the students to go through the material for the next online session.

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Prepare the 2nd online session – Sustainability – four dimensions of sustainability

- Go through the materials for the 2nd lesson.
- Find/create additional relevant country specific material.

Materials to be used:

- [Supporting questions for sustainability in group work.](#)

2nd lesson - Sustainability- four dimensions of sustainability

- Present the lesson plan and learning outcomes of the module.
- Watch together the video.
- Read material “Eco friendly professionals”.
- Advise students on how to start working in their own group (in virtual meeting room or in the classroom).
- Explain the assignment (where to upload) and deadline.

Prepare the 3rd online session - Entrepreneurial mindset and business ideas

- Go through the materials for the 3rd lesson.
- Find/create additional relevant country specific material.

Materials to be used:

- Padlet
- Video
- PowerPoint

Supporting questions for entrepreneurial and business idea in group work.

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3rd lesson - Entrepreneurial mindset and business idea

- Present the lesson plan and learning outcomes of the lesson.
- Start the lesson by watching the video "What is entrepreneurial mindset?". In the video the waitress shows examples of an entrepreneurial mindset
- Define the business idea and introduce the structure of the business idea.
- Ask the students to read [the example of the business idea based on sustainability](#).
- Advise students on how to start working in their own group (in virtual meeting room or in the classroom). Explain the assignments and deadline:
 - Discuss in the group and give concrete examples (3-5) on how they can promote entrepreneurial mindset in the work as a waiter/chef? Name some restaurants in your area which operate in a sustainable way. Choose one restaurant and present the sustainable business idea shortly to the members of your group.
 - Start brainstorming the business idea of PopUp restaurant based on the given assignment utilizing your chosen tool like Padlet/wall etc. Upload your ideas in LMS.

Prepare the 4th online session - General introduction and practical arrangements

- Go through the materials for the 4th lesson.
- Find/create additional relevant country specific material.
- Travel planning.
- Plan the workshop.

Materials to be used:

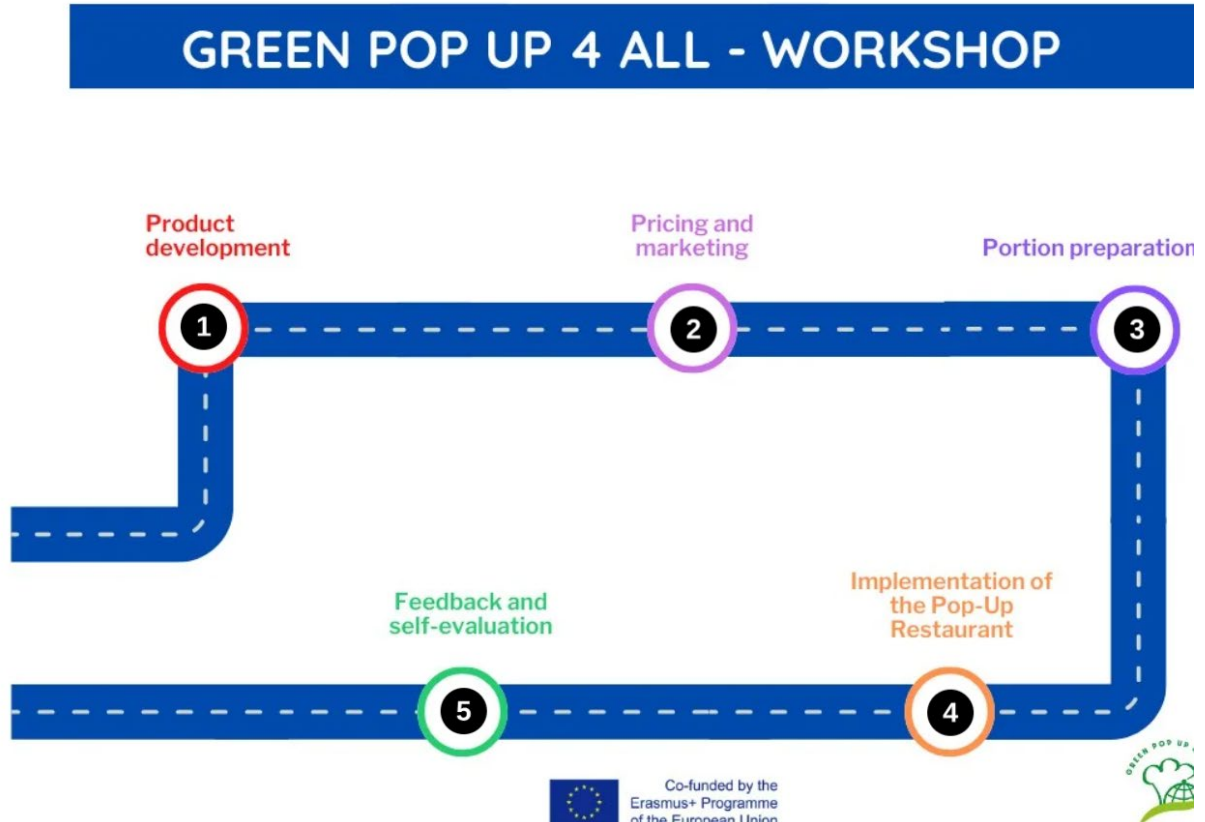
- [Mystery box/ingredients list](#).
- [Calculate the carbon footprint of your travel](#).
- [Local food and culture material](#).
- ["After" questionnaire](#).

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4th lesson – General introduction and practical arrangements

- Present the lesson plan and learning outcomes of the lesson.
- Introduce the students to the host country and the local food culture including local products.
- Introduce carbon footprint.
- Present the travel plan.
- Brief students about the workshop:
 - Introduce the program of the workshop week and local city where the workshop will take place.
 - Provide information on kitchen clothes and shoes, laptops and import issues.
- The hosting organization will present the mystery box/ingredients list and the assignment:
 - **Continue planning the sustainable business idea** based on the assignment (will be continued during workshop) by using the template. You find the assignment template under Online session 3.
 - 2. Calculate the carbon footprint of your travel.
 - Ask students to fill in the questionnaire “after” the blended learning.

5. Workshop



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During the PopUp week:

- Students (4 groups) start brainstorming sustainable business ideas based on an assignment together with their group and choose one of the ideas for implementation.
- Food portion planning and choosing the final portions based on a mystery box/ingredients list.
- Start product development work with the group.
- Pricing the menu and preparing marketing (menu writing, posters, other channels).
- Divide work tasks for the students (2 cooks and 2 waiters/waitresses).
- Planning customer feedback survey.
- Working in the kitchen and preparing (mise en place) the portions and beverages.
- Preparing work in the restaurant (set the tables, set the cutlery, decorations based on business idea). It is important that the students are doing the work, and the teacher only supports.
- Executing the PopUp Restaurant under the guidance of the teachers.
- Feedback discussion with their own group under the guidance of the teachers.

Product development

Introduce the groups on how to:

- Finalize the business idea and the menu of the PopUp Restaurant.
- Choose the final idea/theme of the restaurant.
- Decide portions based on given ingredients.

Order the ingredients based on student groups' menu.

Pricing

1. Instruct students on how to price the menu of the restaurant.
2. Use pricing template if possible.

Marketing

1. Teach students how to decorate their restaurant using sustainable solutions.
2. Advice students on writing a menu and creating a customer feedback survey.
3. Teach students how to create a poster for the restaurant.
4. Co-operate with marketing department of your college to attract customers to PopUp Restaurants.

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Portion preparation

Prepare portions and table settings:

1. Start Mice en place in the training kitchen together with your students.
2. Start table settings with your students consider sustainable solutions.
3. Choose plates, cutlery etc. with your students based on the business idea.

Implementation of the PopUp restaurant

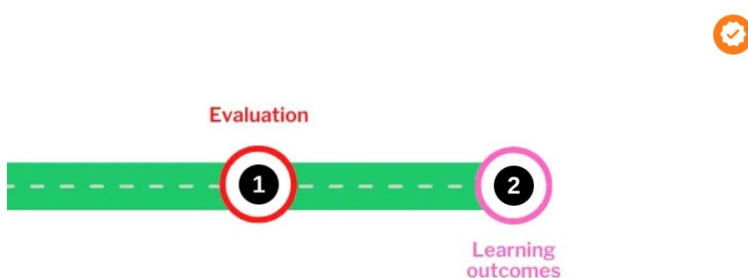
1. Before starting implementation make a table chart.
2. Check that students in kitchen and restaurant are working.
3. During implementation facilitate and advice. Let students be head of the PopUp Restaurants.

Feedback and self-evaluation

1. Analyze and discuss customer feedback.
2. Facilitate self-evaluation; what went well and what is needed to develop.

6. After

GREEN POP UP 4 ALL - AFTER



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Evaluation

1. The students learned about green skills, entrepreneurial skills, and digital skills.
2. The online platform was easy to use and able to handle a large number of users.
3. Students with fewer opportunities, including those with disabilities, were included in the educational activities.

Learning outcomes

Sustainability

- Teachers have implemented the concepts of sustainable development and green values in everyday teaching as part of curricula.
- Students have developed a better understanding of sustainability and green values.

Entrepreneurial learning

- Students have embraced an entrepreneurial mindset.
- Students use versatile methods for studying, prepared for lifelong learning.

Digital skills and competences

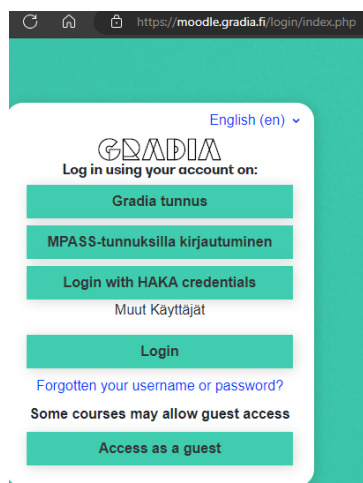
- Students have improved their digital skills by using blended learning methods in the presence of teachers.
- Teachers have a more versatile usage of online platforms.
- Teachers share their knowledge with colleagues within their own organization.

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7. Materials

Use ready-made course materials

Please visit our open Moodle course and start utilizing it with your students. Click the button "Access as a guest". [Access to open course material.](#)



8. Technical information

Where can I get the material?

You can get familiar with a ready-made Moodle course. Please visit material-tag.

If you have a Moodle LMS in your own organisation and wish to download the course, please visit our project's webpage and download the moodle.mbz file from there and upload it to your own LMS. In some organisations, the system administrator may have prevented users from uploading mbz-files to the LMS. In this case, please ask the administrator to upload the provided mbz-file to your Moodle LMS.

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9. Before, during online sessions, popup event and after

Before and during the online session:

Teacher's path:

- Product development work in the kitchen with the groups.
- Food portion planning.
- Choose the final portions.
- Teaching pricing and marketing channels.
- Prepare (mise en place) the portions.
- Divide the work tasks for the students (2 cooks and 2 waiters/waitresses).
- Execute the PopUp restaurant under the teacher's supervision.
- Feedback discussions with the group:
 - Analysing customer feedback
 - Analysing learning outcomes
 - Analysing students' feedback

After the PopUp week:

- Feedback discussions with the teachers
- Analyzing the student's questionnaire
- What can be improved for next time?

10. Group formation

Divide the students into groups of four people. The group must work together to solve the task. Each group must consist of one student from each participating country and with different fields of education, such as chefs/cooks and waiters. When dividing the group, you should also think about the different backgrounds the students have. Finally, select one student to take the lead in the group.

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11. Instruction to Moodle and this online course

[GreenPopUp4all: Instruktioner til moodle og dette kursus \(gradia.fi\)](#)

During the online session:

- Teacher's steps during the workshop?
- Step by step instructions manual for the workshop (instructions and timetable for the process)

During the PopUp week:

- The host organization will present the assignment and the mystery box.
- Students (4 groups) start brainstorming sustainable business ideas based on an assignment together with their group and choose one of the ideas for the implementation.
- Food portion planning and choosing the final portions based on a mystery box.
- Starting product development work with the group.
- Pricing the menu and preparing marketing (menu writing, posters, other channels).
- Divide work tasks for the students (2 cooks and 2 waiters/waitresses).
- Planning customer feedback survey.
- Working in the kitchen and preparing (mise en place) the portions and beverages.
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- Feedback discussion with their own group under the guidance of the teachers.