

Blended Learning
Course:
Presenting Your
Culinary
Traditions in
Digital Media

Taste of 
harmony



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Introduction

Purpose

The purpose of the *Blended Learning Course: Presenting Your Culinary Traditions in Digital Media* is to facilitate, encourage, and re-think intercultural communication between native-born and foreign-born adult members of the local community in partner countries through food and recipe discourse as a socialising mechanism.

The Course is aimed at developing and fostering:

- Intercultural dialogue through sharing cultural/personal stories and meaning embedded in recipes
- Key digital competences (content creation, communication, and security) related to sharing recipes and personal stories
- Societal integration of foreign-born (expats, migrants, asylum seekers, and refugees) adult members of the local community
- Online and face-to-face interaction of native-born and foreign-born adult members of local communities in partner countries

Target group

The *Blended Learning Course: Presenting Your Culinary Traditions in Digital Media* is aimed at adult learners who are interested in developing their intercultural and digital competences in order to share their traditions connect with other members of their community.

Course participants should be native-born and foreign-born (expats, migrants, asylum seekers, and refugees) adult members of the local community. It is recommended that the foreign-born participants possess a minimum of A2-B1 communicative competence in the language used to pilot the course in order to be able to fully participate in all course activities.

Structure

The Course comprises 60 hours of instruction¹ and 5 main units.

One half of the training (30 hours) is to be carried out face-to-face, while the other half (remaining 30 hours) is to be carried online, on the Taste of Harmony e-learning platform at <http://tasteofharmony.eu/>.

¹ One hour of instruction is defined as a 45-minute session, so the total training period is 2 700 minutes or 60 hours of instruction.





The *Blended Learning Course: Presenting Your Culinary Traditions in Digital Media* consists of lesson plans, teaching materials and andragogical guidelines for the following topics:

- 1) Writing a Recipe and Storytelling
- 2) Narrating a Recipe
- 3) Recording a Recipe
- 4) Communication Online
- 5) Organising Food Sharing Events

The Course and all of the accompanying materials are available in 5 languages: English, German, Croatian, Greek, and Italian.

Course Units and Hours

UNIT	TIME (HOURS)		
	F2F (30)	ONLINE (30)	TOTAL (60)
1 Writing a Recipe and Storytelling	6	6	12
2 Narrating a Recipe	6	6	12
3 Recording a Recipe	6	6	12
4 Communication Online	6	6	12
5 Organising Food Sharing Events	6	6	12





Course Outcomes

Unit	Knowledge	Skills	Attitudes
1 Writing a Recipe and Storytelling	<ul style="list-style-type: none"> · recognize elements and structure of a recipe · recognize instructive, descriptive, and engaging language elements and strategies used in recipes · list, describe and compare online spaces that can be used to publish and share written texts (recipes and stories), especially those popular in their country 	<ul style="list-style-type: none"> · write a well-structured and clear recipe · write an engaging description of a tradition and/or personal experience(s) connected with food · write and publish a blog post 	<ul style="list-style-type: none"> · increased awareness of the importance of using clear instructions · increased awareness of the importance of using engaging and descriptive language · increased willingness to embed stories / storytelling elements into recipes
2 Narrating a Recipe	<ul style="list-style-type: none"> · list criteria for competent public speaking · list methods for dealing with public speaking anxiety · list and describe freely available audio editing software · list and compare and specific sites to publish audio recordings 	<ul style="list-style-type: none"> · apply strategies for preparing and practising a speech · deliver an effective oral presentation or description of an event/meal · use simple audio recording equipment and editing software · publish audio recordings 	<ul style="list-style-type: none"> · demonstrate awareness of the impact both verbal and nonverbal delivery can have on the audience · increased appreciation of timely preparation and practice before delivering an oral presentation





<p>3 Recording a Recipe</p>	<ul style="list-style-type: none"> · list main steps of video recording and editing · list and compare and simple video recording equipment · list and compare simple video editing software 	<ul style="list-style-type: none"> · record a video clip of a narrative description or practical demonstration of a recipe · edit and publish a short video clip 	<ul style="list-style-type: none"> · increased perception of videomaking as an iterative process · increased appreciation of timely preparation and practice before filming a video
<p>4 Communication Online</p>	<ul style="list-style-type: none"> · list basic netiquette rules · list and compare social media sites popular in their country · list and compare recipe-sharing sites popular in their country 	<ul style="list-style-type: none"> · use relevant sites, platforms and social media to publish and share recipes · find and join online communities · use strong passwords for sites and apps 	<ul style="list-style-type: none"> · possess increased awareness that information shared online may not be credible or reliable · increased awareness of the importance of selectively sharing personal information online · increased willingness to view online environments as possible community and communication spaces
<p>5 Organising Food Sharing Events</p>	<ul style="list-style-type: none"> · list possible face-to-face food sharing event types (potlucks, spreads, lunches/teas, taste-testing events) 	<ul style="list-style-type: none"> · use different channels and strategies to invite local community members to food sharing events 	<ul style="list-style-type: none"> · increased willingness to meet and reach out to other local community members · increased awareness of the importance





	<ul style="list-style-type: none">· list and describe steps in organising a (food) event	<ul style="list-style-type: none">· use different strategies to keep community members engaged in food sharing events	<ul style="list-style-type: none">· of joint events and communication on community bonding
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Unit 1 Writing a Recipe and Storytelling

Unit 1 Overview

Topics	The unit addresses the following topics: recipe writing, storytelling, descriptive and engaging language use, sharing recipes online, publishing a blog post.
Outcomes	After completing this unit, participants will have / be able to: <ul style="list-style-type: none">· recognize elements and structure of a recipe· recognize instructive, descriptive, and engaging language elements and strategies used in recipes· list, describe and compare online spaces that can be used to publish and share written texts (recipes and stories), especially those popular in their country· write a well-structured and clear recipe· write an engaging description of a tradition and/or personal experience(s) connected with food· write and publish a blog post· increased awareness of the importance of using clear instructions· increased awareness of the importance of using engaging and descriptive language· increased willingness to embed stories / storytelling elements into recipes
Duration	The unit comprises teaching activities and materials for 6 hours / 270 minutes of instruction.





Unit 1 Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	20 min	<p><i>WARM UP</i></p> <p><i>The trainer and trainees will present each other with some basic information, including their provenience.</i></p> <p><i>Then, the participants stand and the trainer reads 5-10 statements (some general, some about food/cooking). The right corner represents YES, left NO, and MAYBE in the middle – the participants are asked to move in the classroom according to their answers. Example statements:</i></p> <ul style="list-style-type: none"> - <i>I'm from Senegal</i> - <i>I like to cook</i> - <i>I like meat</i> - <i>I don't like spicy food</i> - <i>I prefer beer to wine.</i> - <i>etc</i> 	Warmer	Statements about food/cooking
2	70 min	<p><i>LET'S EXPLORE THE RECIPES WEBSITES</i></p> <p><i>The trainer will present a couple of popular recipe websites and ask some ice-breaking questions to the participants, such as:</i></p> <ul style="list-style-type: none"> - <i>How often do you search for recipes online?</i> - <i>Which website/blog is your favourite? Why?</i> - <i>Do you prefer websites/blogs or traditional cook books?</i> <p><i>Afterwards, he/she will split the class in teams and will invite each team to use its own smartphones, tablets or laptops in order to find websites and blogs dedicated to recipes and to analyse at least two of them.</i></p>	Discussion, group work, discussion in plenary session	<p><i>Handout 1.1. Rubric for recipes, websites/blogs comparison</i></p> <p><i>Pens, A3 paper sheets, smartphones/ Tablets/laptops/ Smartboard (desired), internet</i></p>





		<p><i>Participants have to implement their analysis according to the following indicators, listed in the Handout 1.1 rubric:</i></p> <ul style="list-style-type: none"> <i>a. how many sections they are divided into</i> <i>b. how many/which languages they use</i> <i>c. free/paid possibility to write/publish</i> <i>c. possibility to comment/interact with the writer/publisher</i> <i>d. possibility to interact with other users/visitors</i> <i>e. presence of a premium/paid version</i> <i>f1. "popularity", in terms of number of recipes</i> <i>f2. "popularity", in terms of number of publishers/authors</i> <i>f3. "popularity", in terms of number of comments per recipe</i> <i>g. presence of images</i> <i>h. presence of videos</i> <i>i. other features.</i> <p><i>To answer, each team will be given a rubric to fill in A3 size paper sheet for each website/blog.</i></p> <p><i>After that, each team will present its findings to the class and the trainer will stimulate the other participants to enrich the description, with questions like:</i></p> <ul style="list-style-type: none"> <i>a. Do you already know this website/blog?</i> <i>b. Do you want to add something to this?</i> <i>c. Is there any other element that you want to share/underline?</i> <p><i>If any new/different data will emerge, the related team will have to write this on the same A3 paper sheet, in order to release the definitive version.</i></p>		
	15 min	Break		
3	45 min	LET'S READ AND ANALYSE A RECIPE	Individual work, pair work, group work and	Handout 1.2: Recipes analysis





	<p><i>The trainer splits the class in pairs and assigns each pair a different recipe (on paper or on screen/online) of different dishes (appetizer, first, second course, desserts) and taken from different sources (websites, blogs, books, magazines) and gives 10' to read it carefully.</i></p> <p><i>Afterwards he/she will assign each pair the following driving questions (Handout 1.2), that participants have to answer to (in 20'):</i></p> <p><i>a) Can you recognize any common structure of these recipes?</i></p> <p><i>b) Which are the common elements of each recipe?</i></p> <p><i>c) Can you recognize the instructive elements and words used in these recipes?</i></p> <p><i>d) Can you recognize the descriptive elements and words used in these recipes?</i></p> <p><i>e) Can you recognize the engaging elements, words and strategies used in these recipes?</i></p> <p><i>To answer, each pair will be given a paper version of the Handout 1.2 (20').</i></p> <p><i>After that, each pair will present its findings to the class and the trainer will stimulate other participants to enrich the description (15'), with questions like:</i></p> <p><i>a. Do you want to add something to this?</i></p> <p><i>b. Is there any other element that you want to share/underline?</i></p> <p><i>At the same time, the trainer (or one of the participants) will write all findings presented and any new/different data emerged by the discussion on an A3 size cardboard, that will work as the summary and final version of the activity.</i></p> <p><i>The document produced will be collected by the trainer for</i></p>	<p><i>discussion in plenary session</i></p>	<p><i>Different recipes sources, such as Websites/blogs</i> <i>(https://www.giallozafferano.com/)</i> <i>(https://www.lacucinaitaliana.it/)</i></p> <p><i>books, magazines, according to the choice of the trainer and to the Country.</i> <i>Pens, paper sheets, pencils, cardboard, smartphones/tablets/laptops, smartboard (desired), internet</i></p>
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		<p><i>the activity n. 4, representing the Handout 1.4. "Main elements and structure of a recipe".</i></p>		
4	45 min	<p>OUR TRADITIONS, OUR STORY</p> <p><i>The trainer will invite participants to think of their favourite gastronomic tradition or traditional food of their countries and to describe this using a specific layout (Handout 1.3), in 15'. Once finished, each participant will post its paper over a wall and will have the time to read the texts written by the others (10'). If needed, they can take the paper and put it back afterwards. As a third step, the trainer will invite participants to summarize what they have read and will stimulate them to enrich the description (15''), with questions like:</i></p> <p><i>a. What did you like the most of the text you read?</i></p> <p><i>b. Do you also have a similar tradition/food?</i></p> <p><i>c. Someone else did read the same text?</i></p> <p><i>d. Is there any other element that you want to share about this text?</i></p> <p><i>A further discussion may follow, between the author(s) and the reader(s). The trainer will invite each participant to take and keep its paper for the next activity.</i></p>	<p><i>Individual work, group work and discussion in plenary session</i></p>	<p><i>Handout 1.3</i> <i>Pens, paper sheets, pencils, scotch tape</i></p>
	15 min	<p>Break</p>		
5	45 min	<p>LET'S WRITE YOUR RECIPE, part I</p> <p><i>The trainer will present the cardboard produced at the end of the activity 2 (the filled version of the Handout 1.2) and ask participants to continue the description done in the previous activity and to write clearly the recipe of the related food/dish, basing on the cardboard as well as on</i></p>	<p><i>Individual work, peer work and assessment</i></p>	<p><i>Handout 1.4</i> <i>Pens, paper sheets, pencils, cardboard.</i></p>





		<p><i>the recipes already read/seen for the previous activities. The trainer gives the Handout 1.4 to help participants, that have 20 to complete this first activity'.</i></p> <p><i>Afterwards, the trainer asks each participant to exchange its recipe with the mate at its right and invites them to review the received recipe, following the same document (the filled version of the Handout 1.2).</i></p> <p><i>Hence, participants can write their comments on the side of the paper and underline any word/passage that is not clear or he/she thinks that should be improved (25').</i></p>		
6	35 min	<p><i>LET'S WRITE YOUR RECIPE, part II</i></p> <p><i>Each participant receives its recipe back from its mate and is invited by the trainer to read the comments/note written, to reflect on them and, if agreed on, to write the final version of the recipe (15').</i></p> <p><i>Hence, the trainer will show how to register to two different recipe websites/blogs and to post on them (as listed in the Material section) (15').</i></p>	Individual work, plenary class led by the trainer	<p><i>Different recipes websites and blogs, such as:</i></p> <p><i>https://www.giallozafferano.com/ and https://www.lacucinaitaliana.it/</i></p> <p><i>Pens, paper sheets, pencils, smartphones, internet</i></p>
	10 min	<p>EVALUATION</p> <p><i>The trainer will launch this question to participants, using Google Form or Mentimeter (or similar app): "How much are you satisfied of this learning experience, from 1 to 10?". Then, he/she will share a Google Form with some multiple choice and open questions that participants are invited to answer within the next 48 hours.</i></p>	Evaluation	Google form/Mentimeter

Unit 1 Additional Materials





Handout 1.1: Rubric for recipes websites/blogs comparison

INDICATORS/ WEBSITE or BLOG	1	2	3
a. how many sections they are divided into			
b. how many/which languages they use			
c. free/paid possibility to write/publish			
c. possibility to comment/interact with the writer/publisher			
d. possibility to interact with other users/visitors			





e. presence of a premium/paid version			
f1. "popularity", in terms of number of recipes			
f2. "popularity", in terms of number of publishers/authors			
f3. "popularity", in terms of number of comments per recipe			
g. presence of images			
h. presence of videos			





i. other features			
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Handout 1.2: RECIPES ANALYSIS

a) Can you recognize any common structure of these recipes? If yes, which is this? Please comment/describe.

b) Which are the main, common elements of each recipe?

c) Can you recognize the instructive elements and words used in these recipes? If yes, which are they? Please comment/describe.

d) Can you recognize the descriptive elements and words used in these recipes? If yes, which are they? Please comment/describe.

e) Can you recognize the engaging elements, words and strategies used in these recipes? If yes, which are they? Please comment/describe.





Handout 1.3: SHARE YOUR TRADITIONS, TELL YOUR STORY

Name of the gastronomic tradition/traditional food:

Period of the year:

Is there any specific meaning associated to this gastronomic tradition/traditional food?(please use no more than 500 words, or 8 lines)

Why is it your favourite? Can you share any personal experience, any feeling (including the taste!) or any specific memory related to it? (please use no more than 500 words, or 8 lines)

Please list the main ingredients, as you remember them:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____





Please describe the main steps to be carried out to realise/prepare it, as you remember them (please use no more than 1000 words, or 16 lines)

Is there anything else you want to share about this? (please use no more than 500 words, or 8 lines)





Handout 1.4: LET'S WRITE YOUR PERSONAL RECIPE

Take the list of ingredients previously written. Now it's time to add their quantities:

- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
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- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)
- _____ (_____ gr/ml/pieces)

Please describe the main steps to be carried out to realise/prepare it (please use no more than 1000 words, or 16 lines)





Unit 2 Narrating a Recipe

Unit 2 Overview

Topics	The unit addresses the following topics: giving presentations, public speaking anxiety, qualities of an effective speaker, (food) podcasts, audio recordings & broadcasts, Audacity
Outcomes	After completing this unit, participants will have / be able to: <ul style="list-style-type: none">· list criteria for competent public speaking· list methods for dealing with public speaking anxiety· apply strategies for preparing and practising a speech· deliver an effective oral presentation or description of an event/meal· list and describe freely available audio editing software· list and compare and specific sites to publish audio recordings· use simple audio recording equipment and editing software· publish audio recordings· demonstrate awareness of the impact both verbal and nonverbal delivery can have on the audience· increased appreciation of timely preparation and practice before delivering an oral presentation
Duration	The unit comprises teaching activities and materials for 6 hours / 270 minutes of instruction.





Unit 2 Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	15 min	<p><i>WARMER</i></p> <p><i>Teacher starts the lesson by asking the participants to imagine that they are talking or giving a presentation in front of people. Then the teacher asks the participants to say one word that comes to their minds when they think about that situation, and then writes the answers on the board. Presumably, the most common answers will be: fear, stress, panic, etc.</i></p> <p><i>Follow-up questions:</i></p> <ul style="list-style-type: none"> <i>a) Have you ever given a presentation or talked in front of lots of people?</i> <i>b) When was the last time you did that?</i> <i>c) How did you feel?</i> <i>d) In which situations is it important to be able to effectively speak in front of lots of people or give a presentation? (i.e. college, workplace, book clubs, etc.)</i> <p><i>Alternative option:</i></p> <p><i>The teacher can put the question in the Mentimeter presentation. Then the participants can log in from their phones with a code and enter a word which will then appear in a word cloud. The</i></p>	<i>Warmer</i>	<p><i>Whiteboard</i></p> <p><i>Markers</i></p> <p><i>For alternative option:</i></p> <p><i>Laptop</i></p> <p><i>Projector</i></p> <p><i>The internet</i></p>





		<p><i>teacher can use Mentimeter (https://www.mentimeter.com/), Answer Garden, Nearpod, or any other interactive presentation software to make this activity digital and more visual.</i></p>		
2	15 min	<p>QUALITIES OF AN EFFECTIVE SPEAKER</p> <p><i>The teacher divides the participants into pairs and asks them the following question:</i></p> <p>1) <i>What qualities are needed in order to be an effective speaker?</i></p> <p><i>The participants discuss the question in pairs and write down the qualities they think are needed to be an effective speaker. After 5 minutes, the participants return to the plenary and share their answers. The teacher writes the most important answers on the board and gives feedback.</i></p>	<p><i>Pairwork, discussion</i></p>	<p><i>Whiteboard</i></p> <p><i>Markers</i></p>
3	15 min	<p>QUOTES ABOUT GOOD SPEAKERS</p> <p><i>The participants return to their pairs. Each pair is given a handout with quotes about public speaking. The participants are given 10 minutes to discuss the quotes and pick their favourite. After 10 minutes, the participants return to plenary and share their favourite quote with the group.</i></p>	<p><i>Pairwork, discussion</i></p>	<p><i>Handout 2.1: Quotes about Good Speakers</i></p>





4	25 min	<p>THEORY PRESENTATION: PUBLIC SPEAKING</p> <p><i>The teacher gives a theory presentation about public speaking.</i></p>	Theory presentation	<p>Laptop</p> <p>Projector</p> <p>The internet</p> <p>PowerPoint presentation</p>
	20 min	<p>DO'S AND DON'TS IN GIVING PRESENTATIONS</p> <p><i>The participants are divided into pairs. Each pair is given a Handout with a list of do's and don'ts in preparing and giving a presentation. The participants have to read the Handout and put the instructions under the correct category: Do's & Don'ts. They are also encouraged to add some of their own suggestions that they think it's important while giving presentations. The participants are given 10 minutes to complete the task, After 10 minutes, they return to plenary and share their ideas. The trainer gives feedback and summarizes the participants' answers.</i></p>	Pairwork, discussion	<p>Handout 2.2: Giving presentations: Do's & Don'ts</p> <p>Pens</p>
	15 min	Break		
5	15 min	<p>WARMER</p> <p><i>The trainer starts a warmer activity by reading out statements about digital media skills. Participants mark whether they agree with the statements or not by standing in front/below a paper saying YES, NO, or MAYBE (posted around the walls inside or outside of the classroom) and</i></p>	Warmer, discussion	<p>A4 papers</p> <p>Markers or pens</p>





		<p><i>explain their choice. While one group of participants explains their choice, the other listens and prepares counterarguments.</i></p> <p><i>List of statements:</i></p> <ul style="list-style-type: none"> <i>·I have good digital skills.</i> <i>·I think that people in my community have good digital skills.</i> <i>·I have experience in recording audio.</i> <i>·I prefer audiobooks to e-books.</i> <i>·I enjoy listening to podcasts.</i> <i>·I'm familiar with at least 3 tools for editing audio.</i> <i>·I use Audacity for recording and editing audio recordings.</i> <i>·Smartphones can be used for recording professional sounding audio.</i> <p><i>Depending on the timing, the trainer can read all statements or choose some of them.</i></p>		
6	15 min	<p>WHAT IS A PODCAST?</p> <p><i>Trainer checks how many participants have heard of or listened to podcasts and asks a few follow-up questions:</i></p> <ul style="list-style-type: none"> <i>• What are your favourite podcasts?</i> <i>• What podcast topics/genres do you prefer?</i> <i>• Why do you like them?</i> <i>• What makes them memorable?</i> 	Discussion	<p><i>Laptop</i></p> <p><i>Projector</i></p> <p><i>The Internet</i></p> <p><i>PowerPoint presentation</i></p> <p><i>Flip chart</i></p> <p><i>Markers</i></p>





		<p><i>Participants create a podcast word cloud, writing down in groups what words/notions they associate with podcasts.</i></p> <p><i>Participants present their word choices, the trainer writes them on the board and guides participants in creating a joint definition of a podcast.</i></p>		
7	15 min	<p>THEORY PRESENTATION: PODCASTS</p> <p><i>The trainer proceeds with a short PowerPoint presentation about the audio recordings and podcasts.</i></p>		<p>Laptop</p> <p>Projector</p> <p>The Internet</p> <p>PowerPoint presentation</p>
8	15 min	<p>AUDIO RECORDING AND BROADCASTING</p> <p><i>The participants are divided into pairs and are given a Handout: Audio Recording and Broadcasting - they are asked to sort a list of words into 3 columns – audio equipment, audio processing software, podcast publishing platforms, and podcast hosting platforms. Then the trainer checks answers with participants with the help of the ppt.</i></p>	<p>Pairwork, discussion</p>	<p>Laptop</p> <p>Projector</p> <p>The Internet</p> <p>PowerPoint presentation</p> <p>Handout 2.3: Audio Recording and Broadcasting</p>
9	30 min	<p>FOOD PODCASTS</p> <p><i>The participants are divided into pairs and are asked to discuss the following questions and do a little research:</i></p> <p>1) <i>Do you know what food podcasts are?</i></p>	<p>Pairwork, discussion</p>	<p>Laptop</p> <p>Projector</p> <p>The Internet</p> <p>PowerPoint presentation</p> <p>Mobile phones/laptops</p>





		<p>2) <i>Are you familiar with any popular food podcasts?</i></p> <p>3) <i>Use Google to find the most popular food podcasts in the last year?</i></p> <p>4) <i>Use Google to find food podcasts in your country.</i></p> <p>5) <i>Which of them seems the most interesting to you? Why?</i></p> <p><i>After doing the research and answering the questions, the participants return to plenary and briefly present their findings to other participants.</i></p>		<p><i>for participants with Internet access</i></p> <p><i>Pens</i></p> <p><i>Papers</i></p>
	<i>15 min</i>	<i>Break</i>		
10	<i>30 min</i>	<p>PLAN YOUR OWN PODCAST</p> <p><i>The participants are divided into pairs and are asked to plan their own food podcast following guidelines and questions set by the trainer. The participants are given 20 minutes to plan their podcast. After 20 minutes, they return to plenary and present their ideas to others and give feedback to each other.</i></p>	<i>Pairwork, discussion</i>	<p><i>Laptop</i></p> <p><i>Projector</i></p> <p><i>The Internet</i></p> <p><i>PowerPoint presentation</i></p>
11	<i>45 min</i>	<p>GETTING FAMILIAR WITH AUDACITY</p> <p><i>Each participant is given a laptop with Audacity installed on it. Using the PowerPoint presentation, the trainer explains the basics of how to use Audacity and provides step-by-step instructions. Each participant can record a very</i></p>	<p><i>Individual work</i></p> <p><i>Presentation</i></p>	<p><i>Laptop</i></p> <p><i>Projector</i></p> <p><i>The Internet</i></p> <p><i>PowerPoint presentation</i></p> <p><i>Laptops for the participants</i></p>





		<i>short audio (e.g. say one sentence) and try out the basic functions of Audacity.</i>		
12	15 min	<p>EVALUATION</p> <p><i>The trainer wraps up the topics of the 6-hour workshop and asks participants to take a few minutes and complete the following:</i></p> <ul style="list-style-type: none"> <i>a) 3 things that I've learned</i> <i>b) 2 things I still want to learn (or learn more about)</i> <i>c) 1 question I have</i> <p><i>Alternative evaluation:</i></p> <p><i>The trainer puts 6 A4 papers in different parts of the room. Each paper contains one of the following statements:</i></p> <ul style="list-style-type: none"> <i>1) I want to remember...</i> <i>2) Something I've learnt today</i> <i>3) One word to sum up what I've learnt</i> <i>4) Something I already knew</i> <i>5) I'm still confused about...</i> <i>6) An "aha" moment that I've had today</i> 	<i>Evaluation</i>	<p><i>Alternative evaluation:</i></p> <p><i>6 x A4 papers</i></p> <p><i>Pens</i></p>





Unit 1 Additional Materials

Sources & Additional Materials:

Successful Public Speaking:

https://www.isbtweb.org/fileadmin/user_upload/successful-public-speaking.pdf

Audacity Tutorial:

<https://www.slideshare.net/BigDaddyEll/audacity-tutorial-powerpoint>

The Art of Recording a Family Recipe:

<https://www.sbs.com.au/food/article/2020/06/18/art-recording-family-recipe>

The Basic Ingredients for Your Podcast Recipe:

<https://www.nytimes.com/2018/08/03/technology/personaltech/how-to-podcast.html>

Handout 2.1: Quotes about Good Speakers

Read the following quotes and discuss them in pairs:

What do you think? Do you agree with all of them? Why?

Which one is your favourite?

“All the great speakers were bad speakers at first.”

Ralph Waldo Emerson

“I have learnt a good deal from my own talk.”

Thomas Chandler Halliburton

“I pass like night, from land to land; I have a strange power of speech.”

Samuel Taylor Coleridge

“The sense of being well dressed gives a feeling of inner tranquility.”

C. F. Forbes

“You can speak well if your tongue can deliver the message of your heart.”

John Ford





<p>“It usually takes me more than three weeks to prepare a good impromptu speech.”</p> <p style="text-align: right;">Mark Twain</p>
<p>“If you don’t know what you want to achieve in your presentation your audience never will.”</p> <p style="text-align: right;">Harvey Diamond</p>
<p>“They may forget what you said, but they will never forget how you made them feel.”</p> <p style="text-align: right;">Carl W. Buechner</p>
<p>“Well-timed silence hath more eloquence than speech.”</p> <p style="text-align: right;">Martin Fraquhar Tupper</p>
<p>“It takes one hour of preparation for each minute of presentation time.”</p> <p style="text-align: right;">Wayne Burgraff</p>

Handout 2.2: Giving a Presentation: Do’s & Don’ts

Read the following sentences and decide if they are Do’s or Don’ts in giving a presentation.	
	Do’s ✓ Don’ts ✗
A picture is worth a thousand words so use as many images, graphs, and visual dimensions in your presentation to make it more vivid and professionally-looking.	
Talk with no variations, read the speech if necessary, and talk in a monotone voice.	
Vary your tone of voice during the presentation to hold the audience’s interest and make certain words and ideas stand out.	
Avoid pausing while giving presentations so that the audience doesn’t have to anticipate your next remark.	
Every speech has to be backed up with a PowerPoint presentation,	





statistical research, graphs, and video to become more memorable.	
The duration of your presentation can be one-hour long if that is necessary to deliver all the important information.	
Use charts and graphs to support the presentation of numerical information.	
Keep visual aids brief, don't spend too much time explaining each slide.	
Use as many colours and different fonts as possible.	
Feel free to just list and read the information from the slides.	
Turn your back to the audience when explaining your visual aids.	
Your suggestions:	
✓	
✓	
✓	
×	
×	
×	





Handout 2.3: Audio Recording and Broadcasting

Sort the following list of words into the table below:

iTunes, headset, Blubrry, Spotify, Transistor.fm, handheld microphone, Soundtrap, Audacity, Soundcloud, omnidirectional microphone, Ashampoo Music Studio, SimpleCast, TuneIn, Ocenaudio, Acoustica, PodBean, Beautiful Audio Editor, Audiotool, BuzzSprout, Libsyn, Stitcher, Google Podcasts, unidirectional microphone

Audio equipment	Audio processing software	Podcast hosting platforms	Podcast publishing platforms





Unit 3 Recording a Recipe

Unit 3 Overview

Topics	The unit addresses the following topics: recording and editing a cooking video, comparison of different recording equipment, comparison and how to use different video editing software, making a recipe into a script, editing and publishing cooking videos.
Outcomes	After completing this unit, participants will have / be able to: <ul style="list-style-type: none">• list main steps of video recording and editing• list and compare and simple video recording equipment• list and compare simple video editing software• record a video clip of a narrative description or practical demonstration of a recipe• edit and publish a short video clip• increased perception of videomaking as an iterative process• increased appreciation of timely preparation and practice before filming a video
Duration	The unit comprises teaching activities and materials for 6 hours / 270 minutes of instruction.





Unit 3 Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	15 Minutes	<p><i>HOW TO RECORD A RECIPE</i></p> <p><i>The trainer will begin the session by introducing the topic of Recording a Cooking Video. The presentation will allow the trainer to bring the participants through a journey of what cooking videos are and how they can create their own to spread cultural awareness through their own recipes. The trainer will begin this by reading through Slides 2-3. These slides will present the participants with what the course contains and what the learning outcomes will be.</i></p> <p><i>The trainer will take time after introducing Unit 3 to the participants to start a warm-up exercise where the participants will each be given a chance to share who their favourite chef is, and what their favourite recipe is and why. The trainer can start with this activity and share his/her favourite chef, recipe, etc.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint
2	10 Minutes	<p><i>WHAT IS A COOKING VIDEO?</i></p> <p><i>The trainer will progress through Slides 4-10 which will familiarize the participants with what a cooking video, or recorded recipe is and the different forms they can present themselves. The slides show the two main styles of cooking video, overhead and forward facing, and provide examples for the participants to identify.</i></p> <p><i>The trainer will then play the videos on Slides 7, 8, & 9 which provide examples from Gordon</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint





		<p><i>Ramsey, Gino D'Acampo and Tasty which use different styles and ways of providing education on cooking. Ultimately the participants will take one of these styles and create a video similar in approach by the end of the course.</i></p>		
3	5 Minutes	<p>CREATING A SCRIPT</p> <p><i>The trainer will progress onto the Creating a Script section by going through Slides 10-11 which will teach the participants the different stages involved in creating a cooking video and how to adapt their recipe into a script.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint
3	10 Minutes	<p>ACTIVITY – YOUR TIME TO SHINE!</p> <p><i>The trainer will then open the learning environment up by encouraging a discussion activity. The trainer will offer the opportunity for the participants to discuss their ideas for what they would like their cooking video to be. In groups of 3-4 the participants can come together and discuss the points that are on the Activity Slide 12 giving the participants about 10 minutes to discuss amongst themselves.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint, Pen, Paper
4	5 Minutes	<p>CREATING A SCRIPT</p> <p><i>The trainer will progress onto the Creating a Script section by going through Slides 11-12 which will teach the participants the different stages involved in creating a cooking video and how to adapt their recipe into a script.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint
5	15 Minutes	<p>ACTIVITY - COOKING UP A STORM!</p>	PowerPoint Presentation and Group	TafH IO1 – Recording a Recipe





		<p><i>The Trainer will then start an activity that will allow the participants to transfer what they have learnt in the previous slides. The participants should be encouraged to form into groups again and discuss some of their earlier ideas they formed and to now start forming them into an outline of how they want their video to go. The participants should be encouraged to discuss and include some of the points in the slide as part of their notes.</i></p>	Activities/Discussions	PowerPoint, Pen, Paper
6	5 Minutes	<p>CREATING A SCRIPT (CONT.)</p> <p><i>The trainer should continue the lesson on Creating a Script by progressing through Slides 14 and 15 which teach the participants about what a script looks like and what main elements of a script that the participants will need to ensure they include.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint
7	25 Minutes	<p>ACTIVITY – FOLLOWING THE RECIPE</p> <p><i>The trainer should now start Activity – Following the Recipe where the participants will practice the knowledge, they learnt about writing a script and put it into practice. This is a small-group activity, where the participants continue to work in their small groups from the previous activity.</i></p> <p><i>The participants should consider the elements they were previously taught to include in their script and create their own script based off their recipe. The script doesn't need to be overly detailed, just enough to act as a plan for the participants to be able to record their recipe from.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint, Pen, Paper





8	15 Minutes	<p><i>BREAK</i></p> <p><i>The trainer will give the participants a 15-minute break.</i></p>		
9	20 Minutes	<p><i>HOW TO RECORD WITH A SMARTPHONE</i></p> <p><i>The trainer will welcome the participants back from their break and will introduce a short warm-up activity. The trainer will ask the participants if they have ever recorded a recipe before. If they have, they can share their experience and how they found it, if not they can share what they hope to learn and what they are excited about.</i></p> <p><i>The trainer will then continue to the next section which is How to Record with a Smartphone. Slides 17-20 will bring participants through how they will record their script, what Video Production is, the different stages of Video Production and what the learner will need to do for the video production stages.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint
10	10 Minutes	<p><i>THE MISE EN PLACE OF VIDEO RECORDING</i></p> <p><i>The trainer will then start Activity - Mis en Place - which will prepare the participants for recording their script. This activity aims for the participants to read over the script and take notes of anything that they might need to prepare, such as having a filming location in mind, having the tools and ingredients they need and being prepared to jump into filming.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint, Pen, Paper





		<p><i>The trainer should encourage the participants to use an extra page to create a checklist for themselves of the things they need to remember before recording.</i></p>		
11	25 Minutes	<p>HOW TO RECORD WITH A SMARTPHONE (CONT.)</p> <p><i>After this Activity the trainer will continue through the section on How to Record with a Smartphone by progressing on to Slide 22. This slide will teach the participants about what they will need to know and have prepared in advance of them recording their Cooking Video.</i></p> <p><i>The trainer will then play the videos on Slides 23-27. Slide 23 focuses on How to Record with a Smartphone and the different skills associated. Slide 24 will teach the participants about the importance of Lighting in Recording and inexpensive ways that the participants can improve the lighting in their videos. Slide 25 will bring the participants through how they can make their own Tripods that will help them to film steadily. Slide 26 will teach the participants about the importance of the Rule of Thirds and Centre Shots and how these skills will improve their recording output. Slide 27 will teach the participants about camera angles and how they can be used to add drama or flair to their video recordings.</i></p> <p><i>The trainer will then prepare the participants for the next activity by prefacing it with Slide 28 which provides the participants with some quick Do's and Don'ts of video recording as a wrap up to the previous slides.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint





12	15 Minutes	<p><i>BREAK</i></p> <p><i>The trainer will give the participants a 15-minute break.</i></p>		
13	45 Minutes	<p><i>LET'S GET COOKING!</i></p> <p><i>The trainers will then allow the participants to put into practice the skills they just learnt and will now go film their cooking video. The description of the activity is on slide 28 in the accompanying PPT.</i></p> <p><i>If the learning environment has the facilities for the participants to be able to cook and record them, the participants should be encouraged to do so. However, if this is not possible the participants can pretend to carry out the cooking actions, such as pretending to walk through the steps of their recipe and still record it. This is so that they can practice their recording skills and transfer these skills at a time that they will be able to record their recipe.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint, Pen, Paper, Recording Device, Lighting, Tripod, Cooking Area, Ingredients, Utensils.
14	25 Minutes	<p><i>HOW TO EDIT SCENES</i></p> <p><i>The trainer will then introduce the sub-topic How to Edit Scenes on Slide 30. The trainer will explain the concept of Video Editing and how this will contribute to recording their recipe.</i></p> <p><i>The trainer will continue through the PowerPoint Presentation slides 31-33 and discuss how to edit videos and what is involved in the video editing process.</i></p> <p><i>On Slides 34-36, the trainer will introduce 'what can we use to</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint





		<p><i>edit video?'. Here, the trainer will introduce the software used in this process; iMovie (for Mac), Video Editor (for Windows), iMovie (for iOS) and FilmoraGo (Android) and explain the functionalities of these software.</i></p>		
15	15 Minutes	<p>BREAK</p> <p><i>The trainer will give the participants a 15-minute break.</i></p>		
16	10 Minutes	<p>CHOP AND CHANGE</p> <p><i>On Slide 37, the trainer will begin – Chop and Change. The trainer will ask participants to get into groups and explore the different options available on devices for video editing.</i></p> <p><i>The trainer will encourage participants to research online or in App Stores for different software and tools that they can use for this process to develop their recipe recording. Once participants have completed this step, they can discuss it with the group at large to discover different methodologies and resources.</i></p>	<p>PowerPoint Presentation and Group Activities/Discussions</p>	<p>TafH IO1 – Recording a Recipe PowerPoint, Editing App, Device to Edit on (Smartphone, Laptop, etc)</p>
17	10 Minutes	<p>LET'S GET STARTED WITH EDITING</p> <p><i>The trainer will once again refer to the PowerPoint Presentation on Slides 38-39, and introduce the sub-topic Let's get Started with Editing.</i></p> <p><i>The trainer will explain the first steps involved in the video editing process such as:</i></p> <ul style="list-style-type: none"> • <i>Open & Save</i> • <i>Trimming Clips</i> • <i>Adding Effects & Transitions</i> • <i>Exporting</i> 	<p>PowerPoint Presentation and Group Activities/Discussions</p>	<p>TafH IO1 – Recording a Recipe PowerPoint</p>





		<i>The trainer will ensure that all participants understand these concepts and are able to implement them into their video editing process.</i>		
18	10 Minutes	<p>CUT, CHOP AND COOK</p> <p><i>The trainer will introduce Activity – Cut, Chop and Cook. In this activity, participants will develop a video timeline. This will act as a planning exercise from the scenes filmed in in the Let’s Get Cooking activity. This activity will allow participants to organise what order they want their clips in, what scenes they plan to use and what video editing effects they may want to implement.</i></p> <p><i>The trainer will encourage participants to take note of their video editing plan on a sheet of paper.</i></p> <p><i>The trainer will also provide learners with links to additional learning materials and will invite them to work on editing their footage as part of their self-directed learning.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint, Editing App, Device to Edit on, Pen and Paper
19	15 Minutes	<p>BREAK</p> <p><i>The trainer will give the participants a 15-minute break.</i></p>		
20	10 Minutes	<p>HOW TO PUBLISH</p> <p><i>As a final activity in this session, the trainer delivers slides 41-42, supporting learners to understand the next steps, once they have edited their video files as part of their self-directed learning hours.</i></p>	PowerPoint Presentation and Group Activities/Discussions	TafH IO1 – Recording a Recipe PowerPoint





		<p><i>This section -How to Publish - will show participants how to export and publish their video once they are happy with the final version. The trainer will explore the formats; MP4, MOV and MKV and explain how to export their video as such on YouTube.</i></p> <p><i>On Slide 42, the trainer will show participants a video on 'How to upload a video to YouTube'. This tutorial will explain how to upload a video to YouTube from a computer.</i></p> <p><i>Participants are invited to use this video as a guide for when they are able to complete the editing and uploading of their video to YouTube and other platforms.</i></p>		
21	15 Minutes	<p>CONCLUSION & EVALUATION</p> <p><i>The trainer will then wrap up Unit 3 – Recording a Recipe.</i></p> <p><i>The trainer should then review the participants experience by engaging in an evaluation activity. To evaluate the quality of this unit, the trainer is invited to complete the Suitcase, Letter Tray, Bin evaluation activity.</i></p> <p><i>The trainer begins by giving all participants three cards and a pen, and then taking their three pieces of card and to answer the following questions, with one answer on each piece of card:</i></p> <p><i>What aspects of this programme they will take with them?</i> <i>Which aspects they are undecided about?</i> <i>Which aspects won't they use at all (if applicable)?</i></p> <p><i>The trainer then places either a symbol of a suitcase, a letter</i></p>	PowerPoint Presentation and Group Activities/Discussions	<p>Suitcase/ letter tray/bin or a picture of these items.</p> <p>Cards (if possible, in 3 different colours).</p> <p>Pens and note-taking materials for all participants.</p>





tray, and a bin in the middle of the room, or these actual three items.

The trainer then asks all participants to distribute their pieces of card accordingly, as follows: (1) Those aspects that they will take with them are placed in the suitcase (2) Those aspects which they are unsure or undecided about, they will place in the letter tray as they need more research and consideration (3) Those aspects which they did not find useful or beneficial at all, will be thrown in the bin

Once all participants have completed the activity, the trainer can then collect all of the pieces of card to evaluate which aspects of the programme were most beneficial and useful.

The trainer should then thank participants for their active participation and collaboration after they've all had an opportunity to share their experiences.





Unit 4 Communication Online

Unit 4 Overview

Topics	The unit addresses the following topics: online communication and online communities, netiquette, cybersecurity: the impact and the basic online safety tips, dealing with the negativity online.
Outcomes	After completing this unit, participants will have / be able to: <ul style="list-style-type: none">· enhance knowledge on different types of online communication as well as benefits and drawbacks of using online communication· increased awareness of existing relevant sites, platforms and social media platforms where they can publish and share recipes· increased willingness to view online environments as possible community and communication spaces· enhanced knowledge of basic netiquette rules and guidelines· enhanced knowledge on basic rules and guidelines how to stay safe online and protect themselves for cybercriminals· increased willingness to use the safety tips to surf safely online· increased awareness of increased awareness of the importance of selectively sharing· enhanced knowledge on strategies how to deal with negativity online
Duration	The unit comprises teaching activities and materials for 6 hours / 270 minutes of instruction.





Unit 4 Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	25 min	<p><i>ICE BREAKER/INTRODUCTION</i></p> <p>https://www.funretrospectives.com/visual-phone/</p> <p><i>The trainer divides the group into sets of three people and then explains the instructions of energiser. Each group receives the needed material for the energiser (3 sticky notes and 3 pens – each person has to have one sticky note and one pen).</i></p> <p><i>The trainer asks everyone to write a sentence on the sticky note (preferably related to food, cooking, etc.), then place a blank sticky note on top of it (at this time, only the author of the sentence knows it) and pass it to their team member clockwise.</i></p> <p><i>Each person reads the sentence from the sticky note in front of them, and then creates a representative drawing for the sentence (on the blank sticky note). Everyone then passes the sticky notes clockwise.</i></p> <p><i>On a new sticky note, each person writes a sentence for the drawing in front of them, and places it on top of the sticky note set (now the set has three sticky notes: the original sentence, the drawing, and the new sentence). Everyone then passes the sticky note set clockwise (for the groups of three people, the set should end up in front of the original sentence writer).</i></p> <p><i>The trainer instructs the participants to open the sticky note set so everyone can see the sentences and their respective drawings.</i></p>	<p><i>Group work, discussion, presentation</i></p>	<p><i>Sticky notes, pens, flipchart/whiteboard/smartboard</i></p>





		<p><i>To evaluate the activity, the trainer asks the participants couple of questions to start the small discussion:</i></p> <ul style="list-style-type: none"> - <i>Was it difficult to illustrate the sentence?</i> - <i>Did you face any challenges in creating the sentence for the illustration?</i> <p><i>The trainer concludes with the message about communication – explaining that communication can take different forms – namely Verbal, Non-verbal, Written, Visual (for this energiser visual and written communication was used), thus the context and interpretation of certain communication can vary depending on the type of communication used as well as person receiving it (his or her experience, beliefs, etc.).</i></p>		
2	20 min	<p>ONLINE COMMUNICATION</p> <p><i>The trainer makes a short introduction to online communication and different types of online communication, online communities and examples of online communities.</i></p>	<i>Presentation (theory presentation)</i>	<i>Presentation: Online Communication</i>
3	30 min	<p>DISCUSSION</p> <p><i>The trainer encourages discussion between the participants:</i></p> <ol style="list-style-type: none"> 1) <i>What online communities do you belong to?</i> 2) <i>What are the "best" and most user-friendly online communities that you know of?</i> 3) <i>Have you ever posted a recipe in on of these communities?</i> 4) <i>Can you show us an example of your local online community that you can share the recipes?</i> 5) <i>How do you choose the online community? What are the key factors to consider when choosing the online community</i> 	<i>Discussion</i>	<i>Flipchart paper/ smarboard/ whiteboard</i>





		<p><i>(e.g. user friendly, free, a bility to stay anonymous, moderators, ability to post pictures/videos, etc.)?</i></p> <p><i>6) Do you think any of the communities presented during this workshop fit the key factors discussed? If yes, why?</i></p> <p><i>Trainer or trainer's assistant or one of the participants should write down (preferably on flipchart paper or a smart board or whiteboar) all suggestions for the perfect online community .</i></p> <p><i>Trainer or trainer's assistant should also take notes of the online communities shared by the participants, in order to send it to all the participants later for further exploration.</i></p>		
	<p><i>15 min</i></p>	<p>CONCLUSION'</p> <p><i>Small session evaluation game "Roll the dice":</i></p> <p><i>Traine puts a 6-sided dice at each desk. Each partiicpant rolls and briefly a nswers aloud a question based on the number rolled:</i></p> <p><i>1 - I want to remember ...</i> <i>2 - Something I learned today</i> <i>3 - One word to sum up what I learned</i> <i>4 - Something I already knew</i> <i>5 - I'm still confused about ...</i> <i>6 - An "aha" moment that I had today</i></p> <p><i>The then trainer concludes the workshop by answering any questions from the participants and emphasising again that online communities provide real-world communities a place to come together using the Internet.</i></p>	<p><i>Discussion</i></p>	
	<p><i>15 min</i></p>	<p>BREAK</p>		





	<p>20 min</p>	<p>ICE BREAKER/ INTRODUCTION</p> <p><i>The activity serves as an introduction to communication online, netiquette in particular. Participants will have an opportunity to discuss and share from their experience what is important when communicating online, especially using social media networks.</i></p> <p><i>For this activity, the trainer should ensure a space in the room that is clear from one wall to the other. One side of the room will represent 'Strongly agree' and the other 'strongly disagree'. The middle of the space will be 'neutral'. As the trainer reads out the questions, the participants move around the room according to whether they agree or not.</i></p> <p><i>The trainer should ask to follow up questions about why they have stood where they are and generate a discussion if possible.</i></p> <p><i>The suggestions for statements</i> <i>When communicating online:</i></p> <ol style="list-style-type: none"> <i>1. It is important to communicate in the same way online as I do in the real-life</i> <i>2. It is important not to use social media networks while under the influence (e.g. strong emotions, substances)</i> <i>3. It is important to use sarcasm and humour to show your personality</i> <i>4. It is important to know your audience – the people you are dedicating your message to (e.g., not posting meat recipes in the vegetarian/vegan groups)</i> <i>5. It is important to take under consideration people coming from different backgrounds and cultures and how they may perceive your communication/message</i> <i>6. Grammar is not important when communicating online</i> 	<p><i>icebreaking activity, discussion</i></p>	<p><i>Spacious room, projector screen or smartboard</i></p>
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		<p>7. It is important to point out mistakes other users have made and correct them</p> <p>8. It is important to use a lot of emoticons, capital letters, etc., to express your feelings</p> <p>9. It is important to ask permission before sharing any pictures or videos which includes other people, or other people make it</p> <p>10. It is important to accept all the "friend requests" social media networks</p> <p>The trainer should consider that participants may not be familiar with some of the terms used, e.g., emoticons, friend requests, social media networks, etc.; thus, additional explanation might be needed.</p> <p>The trainer may also consider showing the statements on the screen to help participants to understand them better and help them remember the statement when continuing with the discussion.</p>		
20 min		<p>INTRODUCTION TO NETIQUETTE: DOS and DON'TS</p> <p>After the icebreaker activity, the trainer continues with the introduction to netiquette: the difference between etiquette and netiquette and the importance of all the key points discussed in the first exercise for safe and professional online communication.</p> <p>The trainer answers all the questions and encourages the participants to share their experience (bad and good) of communicating online.</p> <p>The trainer also asks the participants if they would like to add more key points to the ones already mentioned. If yes, the trainer should write them down on the</p>	<p>Presentation (theory presentation), discussion</p>	<p>Projector or smartboard, flipchart paper or whiteboard Presentation: Netiquette</p>





		<i>whiteboard/flipchart/smartboard.</i>		
	35 min	<p>POSTER: KEY NETIQUETTE POINTS TO CONSIDER WHEN POSTING A RECIPE ONLINE</p> <p><i>The trainer divides the participants into small groups (3-4 participants) and asks them, based on what they learned about netiquette so far, to discuss the key points of online communication to be considered when sharing the recipes online (forums, blogs, social media platforms, etc.) After identifying the key points, they should use CANVA , GLOGSTER , PIKTOCHART or other online platforms to create the poster with these critical points/rules. The groups then present their posters to the trainer and other participants.</i></p> <p><i>The trainer should encourage discussion among participants after each presentation if possible.</i></p>	<i>Group work, discussion, presentation</i>	
		<p>ADDITIONAL ACTIVITY:</p> <p><i>If the participants have good digital skills and finished the task faster or if their digital skills are not good enough, the trainer can also continue/replace the previous one with this additional exercise.</i></p> <p><i>The trainer divides the learners into small groups (3-4 participants). Each group receives examples of online communication. Together they have to discuss:</i></p> <ul style="list-style-type: none"> <i>• Have they ever posted, commented something similar to the pictures? What was the situation?</i> 	<i>Group work, discussion</i>	





		<p>• If the examples provided are appropriate for online communication. If not, why?</p> <p>• What would they change in this communication to fit the netiquette guidelines? (if they think it needs changing)</p> <p>It would be the best if trainer could find the real examples in the local language to give to the participants. All the names and pictures (if taken from social media platforms) of people involved should be blurred. If trainer cannot find the examples, he or she can make up scenarios.</p>		
15 min		<p>CONCLUSION</p> <p>Small session evaluation game "Ranking". Steps:</p> <p>1. Trainer writes down the following questions (or choose different ones) on the flipchart/whiteboard/smartboard and draws a long line after each one. Trainer writes "very much" at the start of each line and "not at all" at the end of each line, it should look like this:</p> <p>Very much</p> <hr/> <p>Not at all</p> <p>Here are some questions trainer can ask:</p> <ul style="list-style-type: none"> • How much did I understand today's topic? • How much will I be able to put into practise what I learned today? • How much did I like the atmosphere in the group? • How much do I feel comfortable in the training? <p>2. Trainer asks participants to take a pen and to make an appropriate mark for each question to show how they feel about it. For example, if they feel very good about the question asked, they would put</p>	Discussion	





		<p><i>their mark at the left of the line (“very much”) and, contrary, if they did not feel good they would put a mark closer to the right (“not at all”), If they don’t really have an opinion, they can put a mark in the middle of the line. The answers are anonymous.</i></p> <p><i>At the end of the evaluation activity, trainer can see how the group feels about the questions asked. If there are some surprising answers, e.g. negative feelings revealed, trainer can ask follow up questions to find out what went wrong.</i></p> <p><i>The trainer then concludes the workshop by answering any remaining questions from the participants and making make a reflection with the participants about the importance of using netiquette rules in their daily life, what benefits it brings, etc.</i></p> <p><i>The trainer can also distribute handouts on basic netiquette rules to the participants.</i></p>		
	15 min	BREAK		
	20 min	<p>INTRODUCTORY CYBERSECURITY AWARENESS QUIZ</p> <p><i>If the participants have good digital skills, the trainer can use online platforms such as Kahoot or Nearpod to quiz and engage the participants. Otherwise, the trainer should divide participants into small groups and give each group three papers with letters A, B, and C. The trainer then should read the questions and possible answers and, preferably, show them on the screen using a projector or smartboard.</i></p>	Quiz, group work, discussion	<p><i>Projector or smartboard, Papers with letters A, B, C on them, small prize if needed</i></p> <p><i>Handout: Cybersecurity Quiz</i></p>





		<p><i>After reading each question, the trainer should give each group time (1-2 minutes) to discuss what they think the answer is. When the time is up, all the teams should hold up the appropriate letter (A, B or C) for the answer they think is correct. Correct answers gain a point for the team, while incorrect answers do not gain any points. The team with the most points wins. The trainer can choose if they want to offer an award/prize for a winning team, e.g., snacks.</i></p> <p><i>After the quiz trainer can ask teams what made them choose what or another answer, which question was the most complex and easy for them, etc.</i></p>		
	15 min	<p>HOW TO STAY SAFE ONLINE?</p> <p><i>After the introduction quiz, the trainer briefly introduces cyber threats cybersecurity definitions, how the cyber-attacks affect us, and why it is vital to develop our cybersecurity awareness and skills.</i></p> <p><i>Cyber security quiz - correct answers: 1.C, 2.B, 3.C, 4.B, 5.C, 6.A, 7.C, 8.A, 9.B, 10.A, 11.C, 12.A, 13.B</i></p>		Handout: Cybersecurity Quiz
	20 min	<p>BRAINSTORMING SESSION</p> <p><i>After that, a brainstorming session follows. The trainer asks participants to brainstorm on:</i></p> <ul style="list-style-type: none"> <i>• consequences that may arise after a successful cybersecurity attack</i> <i>• how to "stay" safe online</i> <p><i>It is essential for the participants to understand the possible consequences of cyberattacks and the seriousness off it, before</i></p>	Brainstorming, discussion	Flipchar or whiteboard or smartboard





making suggestions on what steps to take to protect oneself.

All the suggestions should be written on the flipchart, smartboard or white board.

The trainer can guide the participants if they run out of the ideas by suggesting some ideas to consider and facilitating the discussion further.

Ideas for the consequences – emotional and financial lost, identity theft, loss of important data, etc.

Ideas for staying safe online:

- *Use online/offline protection software.*
- *Keep your software up to date.*
- *Keep your knowledge up to date. I*
- *Do not make any decisions under stress or in a hurry.*
- *Double-check the links or attachments before opening them.*
- *Practice Safe Browsing.*
- *Practice Safe Shopping.*
- *Use strong passwords.*
- *9. Use a password manager.*
- *Turn on two-factor or multi-factor authentication.*
- *Beware of public wifi networks.*
- *Backup Data.*
- *Keep Personal Information Professional and Limited.*
- *Keep Your Privacy Settings On.*
- *Be Careful Who You Meet Online.*

Trainer should finalise the activity once he or she is satisfied that all main points were covered





	15 min	<i>BREAK (optional)</i>		
	20 min	<p><i>DEALING WITH NEGATIVITY ONLINE</i></p> <p><i>While we covered up the basic principles how to stay safe online and protect oneself from hackers, it is important to also discuss how to stay mentally healthy online when dealing with negativity, whether it is a negative comment, recipe review, etc.</i></p> <p><i>For this activity, the trainer first asks participants if they have experienced negativity online and would like to share how they have dealt with it.</i></p> <p><i>The trainer then shows the participants a video: https://www.youtube.com/watch?v=ZZRXmtXptnU (from 3:12 min to 7:23 min) and asks them to write down the "strategies how to deal with negativity" mentioned in the video. After the video is over, the trainer asks participants to tell the strategies/advice they have heard while writing it down on the flipchart/whiteboard/smartboard. Then, the trainer can ask if participants would like to add any other suggestions/strategies from their experience?</i></p> <p><i>Alternatively, if the trainer cannot find a similar video in the local language and participants have a low level of English, the trainer can start with the participants' experience and then continue to brainstorm about the best strategies.</i></p> <p><i>The trainer can conclude the activity by asking the participants if they think these strategies would work and if</i></p>	Video, discussion	Projector/ smartboard, flipcart paper or whiteboard.





		<i>they are willing to try in the future if the situation arises.</i>		
	15 min	<p>EVALUATION OF UNIT 4 WORKSHOPS – 5 FINGERS EVALUATION METHOD</p> <p><i>Trainer ask participants to draw their hand and write down at each finger:</i></p> <ol style="list-style-type: none"> 1. <i>Thumb: What I liked best...</i> 2. <i>Index finger: This is what I want to point out ...</i> 3. <i>Middle finger: I did not like this ...</i> 4. <i>Ring finger: that was my piece of jewelry/ that's what I take with me...</i> 5. <i>Pinky finger: that missed out a bit ...</i> <p><i>Trainer ask participants to share their feedback (voluntarily).</i></p>	<i>Individual work, sharing feedback, discussion</i>	<i>paper, pens</i>






Unit 4 Additional Materials

Handout: Cybersecurity Awareness Quiz

Suggested questions for the Cybersecurity awareness quiz (the correct answers are marked in green) can be found below. The trainer can choose which questions and how many questions to ask. The trainer can also make up his/her own questions.

1. What is the weakest link in cybersecurity?
 - A. Short passwords
 - B. Computers
 - C. Humans

2. What does the "https://" at the beginning of a URL denote, as opposed to "http://" (without the "s") or padlock sign  mean?
 - A. The website is in high definition
 - B. That information entered on the website is encrypted
 - C. That site is not accessible to some computers

3. For maximum security, what should passwords include?
 - A. Memorable names and dates
 - B. A sequence of numbers or letters
 - C. A combination of upper- and lowercase letters, numbers and symbols

4. You have to change your password, which one of the following is the strongest password?
 - A. Password12345
 - B. Bi%DuIn!So57Lo
 - C. Iloveponnies

5. When is it ok to reuse a password?
 - A. When you are logging into social media accounts
 - B. When it is too hard to remember a long password
 - C. Never

6. What should I do after learning about a data breach of an online platform I am a member of?
 - A. Change the password for my account for that website and of all other websites where I use that same password
 - B. Change the password of my account for that website
 - C. Nothing

7. Which one of these things is most effective for maintaining your digital privacy?
 - A. Unsubscribing from all spam emails
 - B. Covering your computer's front-facing camera
 - C. Not sharing personal information on social media





8. If you share sensitive information on social media, what may you be at risk of?
 - A. Identity theft
 - B. Your account will be suspended
 - C. Nothing will happen

9. You're on a website, and a box pops up announcing you've won \$1million. What is the safest thing to do?
 - A. Click on the "Claim your prize" link
 - B. Hold down Ctrl+Alt+Del, open Task Manager, select the pop-up from the list and click 'end task'.
 - C. Click "x" on the top corner of the window

10. You want to subscribe to receive information from a new website. What information is suitable to provide initially?
 - A. Your first name and email address
 - B. Your full name, residential address, phone number and email address
 - C. All above, plus your credit card details for future purchases

11. If you receive a suspicious email or social media message, should you?
 - A. Reply to it
 - B. Open the link or attachments
 - C. Report it

12. What should you do if you think your identity or accounts have been compromised?
 - A. Monitor your email address and accounts for fraudulent activity
 - B. Disconnect your computer from the Internet
 - C. Contact your internet provider

13. Which of the following should you do to restrict access to your files and devices?
 - A. Update your software once a year
 - B. Use multi-factor authentication
 - C. Share passwords only with people you trust





Unit 5 Organising Food Sharing Events

Unit 5 Overview

Topics	<p>The unit addresses the following topics: Types of food sharing events; planning an event; how to invite guests; create a list of dishes; supply of ingredients (shopping list), calculating quantities; get familiar with equipment; implementation of the food event</p>
Outcomes	<p>After completing this unit, participants will have / be able to:</p> <ul style="list-style-type: none">· plan a food-sharing event· organize the needed venue and material· follow the obligatory hygienic standards· plan the decoration for the chosen food topic· be familiar with the workspace and kitchen equipment· invite a mixed group of attendees
Duration	<p>The unit comprises teaching activities and materials for 6 hours / 270 minutes of instruction.</p>





Unit 5 Lesson Plan for F2F Teaching and Learning

No.	Duration	Activity description	Training methods	Materials / Equipment
1	10 min	<p>WÁRNĚŘAČTIVŮ</p> <p>ʔáɹáiněřáňď' ʔúťáón ɛťhĩngá ʔôávrítěáôáçhãttěnděé-á ěvěřycódyá út' áťówn}</p> <p>ʔhěřáň ɛ ʔhřěěáhĩng' áhãřá çhářáčťěř' ɛáňhěn ákěáň ýá ǵvôurítěáôlôur[áhĩng' áá líkěé' ʔ[áň ýáôccíě' ářě— ʔhěňěvěřycódyářĩňklé' ář á ʔhěá ář ɛřáôářn áá)' nõwčá!! [áňdářářčáá ' nõwčá!!áǵhř-</p> <p>ʔáǵěřáá inũtěáňěáǵhřáťór' [á ɛvěřycódyáit' áťównávítháá řáňdón á' nõwčá!! áňáňď- ʔáňěňňěáǵěřáňěáťhěřá ůňǵlđ' áhěá ář ɛřáňďáěáđ' á óůťáňěáň ɛ-áňěáň ɛđá r ářčĩř áňťáňď' ář [áôá ɛvěřycódyááňáôókáťáĩň -hěřá ʔôáěťáňřóđũčěđ-áňěá ɛř' óňá hólđĩngáňěá ář ɛřáěáđ' álôůđá vňáťáávrítěň-á</p> <p>ʔáǵhěřěááňôũǵháĩň ɛáňďá ýôůáňťáôáňťěň' ĩǵáôúrá ǵěťĩngáčř úáĩňťed[áôůáôůlđá á' káđđĩťiňá!á ůě' ʔiňň' áôá ʔháťáňěá ɛř' óňáňřóđũčěđá há' áôář ɛá káôáňěá ĩěňůň -</p>	<p>Wárn ěřá áçťivŮ " nõwčá!!á ǵǵhř"</p>	<p>Rár ěřáňďá ěň</p>
2	15 min	<p>WHAT TYPES OF EVENTS ARE THERE?</p> <p>ʔáťúďěňť' ááťhěřáňáářčlě-á ěáčhá ářčĩř áňťáě' çříčě' á ɛĩťhěřááá vřítěáĩ' hãřáá ʔřříčá!áĩ' hãřón áňěáěǵiňňáá</p>		





		<p> <i>t</i>hěir'Āčēñt'Ā <i>?</i>Āčōñt'rič'ūtiōñ' Ārē'Ātōčūñ' ēñtēd'Ā <i>ōñ</i>Āhē'Āvhițē'Āōārd'Ār'Āñ'Ā <i>r</i>ār'ēr'Āārd' Āō'Āē'Ā' ēd'Ār'Āhē'Ā <i>n</i> iñd'Ā' ā' Āñ'Āhē'Āēy't'Ā' ārt- <i>?</i>Ātē'āčhēr' Ā' k' Ātūdēñt' Āō'Ā <i>č</i>ōñ' ē'Ār' Āvith'Ādē'Ā' Ār'Āv'āriōū' Ā <i>č</i>ōrñ' Āō'Āōd'Āvēñt' Āē-g'Ā'ā'Ā <i>d</i>īññēr'Āhēighčōūr'hōōd'Āt'rēēt'Ā <i>č</i>' t'Ā' ōt'lúčk-Ā'Āhē' ē'Ārē'Ā <i>č</i>ōllēčtēd'Āñ'Ā' ā' r'ēr'Āārd' Ā' Ā <i>w</i>ēll'Āhē'Āv'āriōū' Āvēñt'Āy'r' ē' Ā <i>'</i> hōū'd'Ā' ē'Ā' Ā' Ā' ēd'Āō'Āh'Āt'Ā <i>ē</i>vēr'yč'ōd'y'Ā' Ā' Ā'le'ār'Ādē'Ā <i>ā</i>č'ōū't'Āhēñ' Ā <i>?</i>Ātē'āčhēr'Ā' k' Āhē'Ār'ōūr' Āō'Ā <i>d</i>ēčidē'Āv'h'Āt'Āy'r' ē'Āō'vēñt'Āhēy'Ā <i>w</i>āñt'Āō'Ār'gāñizē- <i>Ā</i> </p> <p><i>Note: The trainer should be aware that participants with cultural ties to other countries may come up with specific types of food events that are unknown to the rest of the group. This gives opportunity for various forms of exchange and communication.</i></p>	<p>Đi' ćũ' ' iõñ</p>	<p>Rlěňáry'Āřičlě</p> <p>W̄h̄ițē'Āōārd'Ā ōr'Āārd' Ā' Ā' ēñ' Ā' ānd'Ā' iñ'Āōārd'Ā</p>
<p>3</p>	<p>65 minutes</p>	<p> <i>PLANNING THE EVENT ORGANISATION</i> </p> <p> <i>?</i> Rār'tičir' āñt' Ā'ā'thēr'Āñ'Ā' Āřičlě'Ā <i>iñ</i> Ār'ōñt'Āō'Āhē'Āvhițē'č'ōārd- <i>?</i> Thē'Ār'ā'īñēr'Ā' k' Āhēñ' Āūg'gē' t'Ā <i>t</i>ōr' ič' Āh'Āt'Ār'Ār'gāñi' iñg'Ā'Ā <i>č</i>ŭliñáry'ēvēñt'Ā' ū' t'Ā' ē'Ā <i>č</i>ōñ' iđērēd- <i>?</i> Thē'Ār'ā'īñēr'Ā' ā' kē' Ā'ōtē' Āñ'Āhē'Ā <i>w</i>h̄ițē'č'ōārd'Āō'Ār' ič' Āhēy'Ā <i>n</i> ēñt'īōñ- <i>?</i> Whēñ'Āōñ' ē'Āñ' r' ōr'tāñt'Āōr' ič'Ā' Ā <i>n</i> i' iñg'Ā'Āhē'Ār'ā'īñēr'Ā' iē' Āō'Ā <i>ē</i>vōkē'Āhē'Ādē'Ā' Ār'ōñ' Āhē'Ār'ōūr' Ā <i>t</i>h'rōūgh'Ā' ū' ē' t'īōñ' Ā <i>?</i> Whēñ'Āhē'Ā' t'Ā' Ā'ōñ' r' lētē'Āhē'Ā <i>t</i>r'ā'īñēr'Āy'r' lā'īñ' Ā'ōw'Ā'č'Ā </p>	<p>Đi' ćũ' ' iõñ'Ā</p>	<p>W̄h̄ițē'č'ōārd'Ār'Ā ' iñ' iłār'Ā t'ō'Ār'ē'ā'tē'Ā' Ā' iñd'Ā n' ār</p>





		<p>çôn n' ùñit'v'grôur' ĀñĀhēĀit'Ā ?ĀhāvēĀĀtāñđōñĀhēĀoçā!Ā n' ārkēt'ĀlāçēĀōĀñgōrñ Ā ăcōūt-ădvērti' ēĀhēĀvēñt' ?Āēç-</p> <p>The actual implementation (doing the inviting) will most probably be done by participants outside the workshop time.</p>		
5	20 minutes	<p>ÇRĒĀŢĒĀĀĬ' TĀŖĀĬĬ' HĒ' ? ŢhērēĀrēĀvāriōū' Ā ō' 'ic'liĬiē' Ā gōr'Āēttīng'ĀōĀĀ' t'ōgĀēçir ē' ĀōĀ ū' ē'ĀhēĀēāçhēr'Āā' ĀōĀēçidēĀ whiçĀñhēĀōĀ' ē'Āōr'Āyān r' lēĀ ?ĀhēĀrāīñēr'Āāñđ' ōūtĀ çōr iē' ōgĀēçir ē' ĀūiĬtīng'ĀhēĀ çhō' ēñĀvēñt'Āyr ē'Āēt'ĀhēĀ 'tūđēñt' ĀēāđāñĀyr lāīñĀ t'hēñ - ?Ārāīñēr'Ā' κ' ĩĀWhāſt'Āvōū!đĀ yōūĀērvēĀñĀyōūr'Āōūñt'ry'ĀñĀ t'hi' Āā' ē- lāñđĀtūđēñt' Ā āñ' wēr'lāāking'Āōtē' ĀñĀ t'hēĀwhiçēçōārd- ?ĀhēĀtūđēñt' ĀēārchĀōrĀ , gōrēiğñ-Āēçir ē' ĀñĀhēĀ iñtēñēt ?ĀhēĀtūđēñt' Āhōō' ēĀĀ rēçir ē'ōgĀhēir'ōvñĀē-g-Ā t'hēir'ĀvōūritēĀi' h'ĀñđĀ ēyr lāīñĀñtērē' t'ĀōĀhēĀ gōūr ?Āvēñt'ūā!l'ĀhēĀgōūr' Āēçidē' Ā whāſt'Āēçir ē' Āh'Āvāñt'ĀōĀ rēāli' ēĀ</p>	<p>Reading</p> <p>Discussion</p> <p>Research</p> <p>Presentation</p> <p>Discussion</p>	<p>-Ārēçir ē' -ĀwhiçēçōārdĀ -Āçōn r' ūtēr' -ĀĬ' t'ōgĀñtēñētĀ āđđrē' ' ē' ĀōrĀ lōōkiñgĀr Ā rēçir ē'</p>
6	25 minutes	<p>ÇĀĬÇŪĬĀŢĒĀHĒĀ HŌRRĬŨĜĀĬ' T ?ĀhēĀrāīñēr'Ā rē' ēñt' ĀhēĀ' t'ōgĀ đi' hē' ĀñđĀēvērāgē' ĀrēāſēđĀ iñĀhēĀrēvōū' Āē' ' ōñĀ ?ĀhēĀ lēñūñ Āi' çū' ' ē' ĀhēĀ ăđvāñtāgē' ĀñđĀ đi' āđvāñtāgē' ōgĀhēĀēçir ē' Ā ?ĀhēñĀhēy'Āōtē'Āōr'ōñē- ?ĀhēĀrāīñēr'Āāñđ' ōūt'Āçōr yĀ</p>		





		<p>ôġħēġhō' ēñġēçir ē, ' «ġñdġēġġ ġħēġġūdeñġ' ġēġđġūġħēġġ ġñġrēđiēñġ' ġñēġġyġñē- ġġħērēġġēġħēġġrōūr ġ đī' çú' ' ē' ġñōwġġ ũçħġġġħġġġ ġġ ñēēđēđġġħēġġñ ġçērġġġ r ēōr ġēġñwġēđġġ</p> <p>ġġñēġġūdeñġ' ġhō' ēñġġħēġġ rōġēġġ ġēçrēġā'ŷ ġvriġē' ġñōwġġ ġħēġġñ ōũñġġġñġrēđiēñġ' ġ ñēēđēđġġħēġġēvēñġ' ġ ġġēvērġyçōđġġġ rēr ġrē' ġġçōr ġġġġ ġħēġġhōr r ġñġġ' ġġġġ ġħēñ ' ēġñē' -</p> <p>ġġrāġñēġ' ġġħērēġġēġġāġñġ ġħiñġ' ġvēġġāvēġġōġñ' ġđērġġ wħēñġġhōr r ġñġġōđġġġñġōũġġ ġħiñġġġñġ-ġçōñ' ġđērġġħēġġ ōũġçōñ ēġġġrġġ' ġġñġġġ , ōġġñ' ġñġħēġġēvēñġ' ġġ ġġr ēçġ' ġġēġġ ēñġiōñēđġġōũġđġ ġñçġđēġġ</p> <p>ġġçōġlōġiçġġ' ġġr ēçġ' ġġ ēñwġrōññ ēñġ</p> <p>ġġġēġġħēġġũġrġiġiōñġġġġġēġġē' ġ ġġrġçē' ġġħēġġ ġġēġr ēñ' ġvēġġ ' ġrē'</p> <p>ġġrōđũçġġ ġġçēñ ēñġġ ōġiçē' ġġ ōġġr ēñ ġġkēġ'</p> <p>ġġũġġiġġġġ rōđũçēġġħġġġ đōġvēġġvāñġ-</p> <p>ġġēç-</p> <p>ġġħēġġġñēġñ ġvillġħēñġġ r r ōiñġġ ġġrōūr ġħġġvillġđōġħēġġçġũġġġ ' ġhōr r ġñġġ' ġhōr r ġñġġ çōñ ñ ġġēē«</p>	<p>Reading</p> <p>Discussion</p> <p>Writing</p> <p>Discussion</p>	<p>-ġçōr ġē' ġġēçir ē' -ġrār ēġġñđġ ēñ' ġ ġġvriġiñġġħēġġ ' ġhōr r ġñġġ' ġġġ</p>
	15 min	Break (optional)		
7	90 minutes	<p>GET FAMILIAR WITH THE EQUIPMENT</p> <p>ġġħēġġrāġñēġ' ġġħēġġrōūr ġ ēġr ġrēġħēġġiġçħēñġġr ēñġñġġ ġġħēġġr çōārd' ġñđġēġġħēñ ġ đē' çrġçēġħēġġōñġēñġ' ġ ġġġēçē' ' ġrġġēġġġūdeñġ' ġ r ũġġġġñġħēġġēñ ġvithġġ' ġ ññ ē-</p>		<p>This activity must take place in the kitchen</p>





	45 minutes	<p><i>'oŭr lăndă cătătōgēthēr-Ă ,Ă r rōyîn ă țēĂîn ăĂ2Ă în-«</i></p>	Cooking together	Kitchen
2	(Needs from 120 minutes up to 6 hours, depending on the activities planned.)	<p><i>FOOD EVENT</i></p> <p><i>Possible event types are:</i></p> <ul style="list-style-type: none"> - <i>pot luck dinner</i> - <i>coffee table</i> - <i>tea time</i> - <i>barbecue...</i> <p><i>One-pot or soup cook-out will take 120 to 180 minutes</i></p> <p><i>Indoor activities like cooking different international dishes or finger food/tapas buffet will take up to 6 hours of work in the kitchen.</i></p> <p><i>We therefore suggest that the actual event implementation should take place outside the six hours of the workshop module.</i></p>		





Handout: Decoration

1. What topic does your event have?
2. Create decorations fit for that topic. Consider also the ecologic aspect in the material you want to use,
3. What decoration do you need for the room, the table, each seat?
4. Is there anything the participants of this course can do/help with?





Handout: Eco-friendly Cooking

1. Explain to the audience what eco-friendly cooking means.
2. List the 10 most important goals of eco-friendly cooking.
3. Discuss what you will take into consideration for this event.





Handout: Rules for Personal Behaviour When Handling Food for Guests

When you prepare food you take over the personal responsibility for the health of all the persons who share the meal with you.

Therefore every country has developed special hygienic rules for mass catering. Most of these rules deal with rooms and their equipment, many others deal with food that might carry diseases or germs that cause diseases.

For us most important are the rules dealing with personal hygiene. Especially liquids like blood, spit, nasal secretion and sweat carry a large amount of bacteria.

Therefore we have to take care that our hands, when handling food, are clean and dry. Wounds are covered with clean band aids, and our spit or nasal secret does not get in contact with raw food.

1. Describe when and where you have to wash your hands.
2. How can we prevent spit or nasal secret to get in contact with the food we process?
3. The pictures show how to taste the meal you prepare. Describe and explain.





Handout: First Aid

1. Discuss: what are the main dangers/accidents that take place when cooking/preparing food?
2. Describe the necessary first aid methods to treat the resulting injuries. What first aid means do you need to treat them?
3. Find out where the first aid kit is and if it contains the necessary means you need. Are they up to date?

Teacher Information

The following collection of information is to give examples for topics that should come up in the lesson (ideally brought up by students in discussions and group work). Items here are only the most essential ones, and students should come up with more.

Allergies

Only about 6% of the adults suffer from food allergies but the numbers are increasing steadily.

Most people who know about their allergies take their medicine along when eating out. They will inform you about food they are not allowed to eat.

1.) "The big 8":

- eggs
- milk (milk products)
- peanuts, tree nuts
- citrus fruit
- fish
- shellfish
- wheat
- soy
-

2.) Alternatives:

- Eggs: chickpea water (if you need egg white) vegan egg substitutes.
- Milk: oat milk, coconut milk, vegan yogurt or cream alternative as long as it does not contain nuts.
- Peanuts, tree nuts: Pine nuts, toasted oats and cashew.
- Citrus fruit: apple cider, apple vinegar.
- Fish, shellfish, Crustaceans and molluscan: no known alternatives, just avoid them. There are alternatives for omega 3 fatty acid, or the taste of fish.
- Wheat: coconut flour, buckwheat flour, (almond flour), oat flour, potato starch (potato flour)
- soy: avoid soy sauce and tofu.
-

3.) symptoms:

- stomach ache, stomach cramps, vomiting
- hives
- shortness of breath, repetitive cough, wheezing.
- Tight hoarse throat, trouble swallowing, swelling of the tongue affecting the ability to talk and breathe.
- Weak pulse, pale or blue coloring of the skin, dizziness or feeling faint.
- Anaphylaxis



If any of the symptoms appear you should consult a doctor. Anaphylaxis is deathly if not treated.

Personal hygiene

Our hands carry a huge load of microorganisms. They are normally harmless for the person carrying them but may cause irritation to others. Dangerous are Escherichia Coli bacteria living in our colon, nasal secret and our saliva. All carry a considerable load of microorganism as well.

1. washing your hands:

- before you start handling food
- after visiting the bathroom
- after licking your fingers
- after cleaning or blowing your nose

2. preventing spit or nasal secret to get in contact with food

- don't cough or sneeze with your head above a pot or cutting board with food on it
- don't pick your nose while in the kitchen
- do not lick the spoon that stirs the food
- keep your used handkerchief away from food

3.



4. the picture shows the spoon that stirs the food. If you want to taste it, you take it out and let a sample drip on a second spoon.

This is the spoon you use to taste the sample. Keep it to yourself to be used for other tasting.



Eco-friendly cooking

Eco-friendly cooking deals with two goals, leave a small CO2 footprint and returning to natural less processed food produced on an organic base.

Therefore you take the equipment and its correct use as well as the food you handle into consideration.

The students should at least mention the energy management, quality of pots and pans, where to buy food, regional and seasonal food, organic food, handling left overs, usage of foils and plastic articles in the kitchen, handling waste.

Dietary restrictions

Most of religious rules deal with meat.



Taste of harmony



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