

THE STORY OF





An Introduction



SECTION 1

Background to the Project

INSPIRE



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graph TD; A[INSPIRE] --> B["The GREASE project purpose is to inspire behavioral changes with regards to individual consumption habits. GREASE intends to contribute towards preparing individuals to become positive factors of change, in line with current environmental and climate challenges."];
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Background to the Project

INNOVATE



```
graph TD; A[INNOVATE] --> B[GREASE intends to provide innovative resources to vocational and professional educators, as well as staff members within the labor market, that can lead to a more sustainable and green approach to future work];
```

GREASE intends to provide innovative resources to vocational and professional educators, as well as staff members within the labor market, that can lead to a more sustainable and green approach to future work

GREASE OBJECTIVE

TO

BUILD A NEW GENERATION

OF

PROFESSIONAL EDUCATORS

GREASE OBJECTIVE

IN

GREEN AND

SUSTAINABLE

FOOD TOPICS

GREASE OBJECTIVE

ABLE TO SUPPORT AND EDUCATE

GREASE OBJECTIVE

PEOPLE TO BECOME

AGENTS OF CHANGE

GREASE OBJECTIVE

IN LIFESTYLE

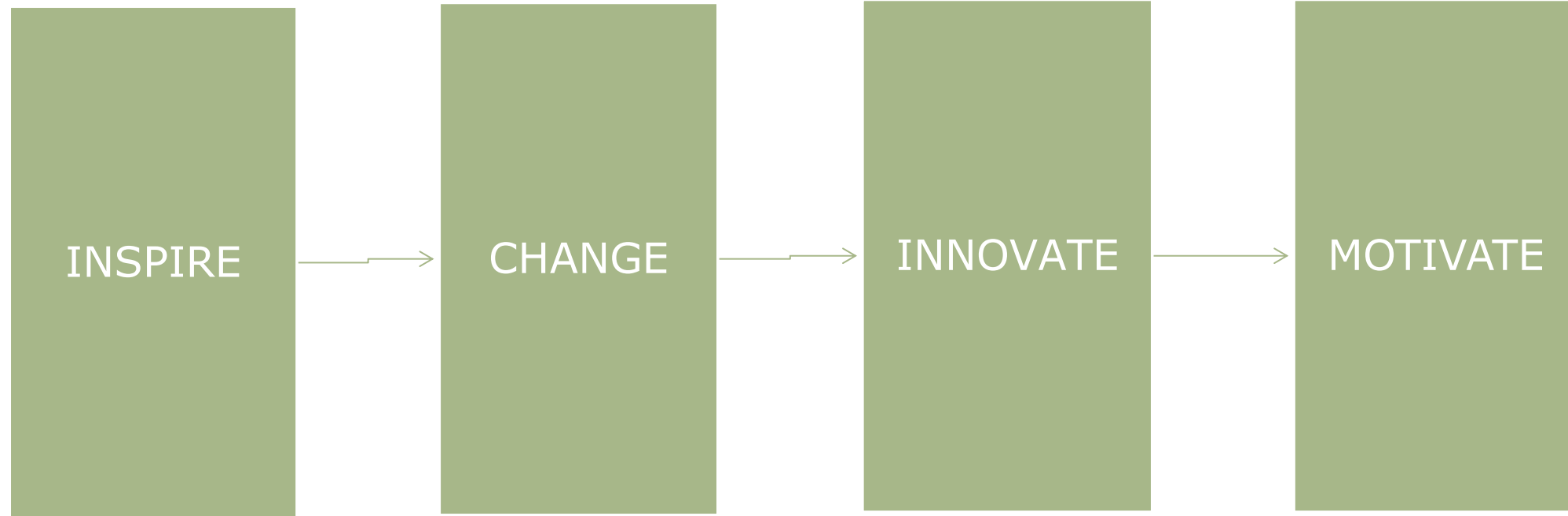


CONSUMPTION



& PRODUCTION

GREASE AMBITIONS



THE GREASE MISSION

The broad landscape of goals and objectives is clear, namely:

POSITIVE CHANGE

THE QUESTION

=

HOW

?



SECTION 2

THINK BIG



I. CONNECT LOCALLY AND GLOBALLY

Sustainable food education initiatives are everywhere. Become familiar with campaigns, calls-to-action and tools developed for global collaboration

Possibilities for connecting to a world-wide effort are explained from a macro perspective

START SMALL



II. SUSTAINABILITY IN ACTION

Sustainable food education has the greatest impact when the educator feels confident with sharing personal successes. Tangible possibilities are explained from a micro perspective!

GO OLD SCHOOL



III.RE-LEARN FORGOTTEN HABITS

How can we combine preservation, and transformation processes from the past to create fascinating flavors today? The last section of this overview, provides a variety of delicious “old school” recipes that we still love today

Choose your mission . . .

This guide is dedicated to inspire your food and sustainability journey

Choose your direction, and investigate this incredibly relevant topic from a macro and a micro perspective

The Macro Perspective

I. Is about connecting with the big picture

The Micro Perspective

II. Translates the big picture into something tangible

Figuring things out

Let's talk a minute

FOOD FOR THOUGHT

What do you think about this quote?

“ We change nature more through
eating
than from anything else we do. ”

POLLAN, M., (2009)

THINK . PAIR . SHARE

group discussion

break time



SECTION 3

Back to our mission!

Note to educator

USE THE "MACRO" RESOURCES SECTION ACCORDING TO YOUR PROFESSIONAL NEEDS

...
PROCEED TO

...
THE PRACTICAL GUIDE "HOW TO COOK TO SAVE THE WORLD"

...
IF HANDS-ON ACTIVITIES ARE

...
MORE SUITABLE TO THE GROUP YOU ARE TEACHING

Planning ahead

THE MICRO RESOURCES ARE DEVELOPED AS HANDS-ON COOKING ACTIVITIES

JUMP AHEAD TO THIS SECTION, STARTING ON PAGE

.....



Did you know ?

Everything is connected

What you eat affects the local

and the global environment



I. MACRO Resources

I. MACRO Tips

MULTIPLE PERSPECTIVES

This section provides a brief overview of sustainability campaigns on a global level related to health, well-being, environment, climate change and sustainable food consumption

USE AND INVESTIGATE AS NEEDED

Learn more based on your personal and professional needs personally and professionally, by following the links provided



SECTION 4

I. MACRO

Perspectives on food sustainability

a.

UNITED NATIONS

b.

EAT FORUM

c.

FOOD UNFOLDED

MACRO

sustainability overview

a.

In 2015 the United Nations introduced the Sustainable Development Goals

17 global targets to help work for a more sustainable world by 2030

SUSTAINABLE DEVELOPMENT GOALS



Things you can do about . . .

ZERO HUNGER



RESPONSIBLE CONSUMPTION



CLICK ON INFOGRAPHICS FOR ACTIONABLE STEPS

Things you can do about . . .

CLIMATE ACTION



GOOD HEALTH AND WELL-BEING



CLICK ON INFOGRAPHICS FOR ACTIONABLE STEPS

Dive Deeper

The SDGs provide a global framework to help every individual, community or organization to collaborate and work together on issues that concern us all

Connect with like-minded organizations locally (and globally) through the UN Sustainable Solutions Network (SDSN)

<https://www.unsdsn.org/regions/europe/>

REMEMBER . . .

You don't have to take on the
entire world
to make a difference !



SECTION 5

MACRO

sustainability

overview

b.

EAT is a non-profit foundation established in 2013 to catalyze food system transformation

37 scientists collaborated in a global forum to research healthy diets from sustainable food systems

Dive Deeper

Learn more about the EAT forum findings and study their easy to adapt findings

Download the EAT-Lancet Commission Summary Report [here](#)

Food can fix it !

HOW IS HEALTHY FOOD, GOOD FOR YOU AND THE PLANET ?

Watch this film

https://www.youtube.com/watch?v=PIc42oIU0Ik&list=PLCuQknRNIH2FZKV_9k9HBYRRVsAZQOkwv&index=3



MACRO

sustainability

overview

c.

Food Unfolded is a global digital platform designed to reconnect people with their food

Food Unfolded is an EU-funded community supported by the European Institute of Innovation and Technology (EIT)

Dive Deeper

Food Unfolded is a valuable resource to consult on all subjects related to food and people

Consult the online articles, videos and courses designed by Food Unfolded [here](#)

Read and [discuss](#)

“ How Families Can Cook More Sustainably ”

By
Rachel Bailleau & Dr Alice Grønhøj

ON EARTH FIRST
@FOODUNFOLDED.COM



Explore and [cook](#)

“ 5 Root Vegetables to Rediscover this Winter”

By
Inez Oort Alonso

ON EARTH FIRST
@FOODUNFOLDED.COM





SECTION 6



Did you know ?

Eating more vegetables, fruits

nuts, legumes and seeds is good

for you and the planet?



II. MICRO Resources

II. MICRO tips

COOKING TECHNIQUES AND SEASONAL INGREDIENTS AS TOOLS

In this section, a series of hands-on activities are provided that can inspire behavioral changes in food consumption habits

MAKING A CONTRIBUTION

By becoming actively involved in the cooking process on a day-to-day basis, you will contribute to positive change personally, which in turn affects the world globally!

Note to educator

USE THE "MICRO" SUSTAINABLE RESOURCES SECTION ON SEASONAL INGREDIENTS
ACCORDING TO YOUR PROFESSIONAL NEEDS

...
PROCEED TO

...
THE PRACTICAL GUIDE "HOW TO COOK TO SAVE THE WORLD"

...
IF HANDS-ON ACTIVITIES ARE

...
MORE SUITABLE TO THE GROUP YOU ARE TEACHING



SECTION 7

II. MICRO

Perspectives on food sustainability

a.

SOURCING

SEASONAL
&
LOCAL INGREDIENTS

b.

HOW-TO GUIDE

BASIC COOKING
TECHNIQUES

c.

INSPIRATIONAL

COOKERY
SOURCES

MICRO

sustainability

overview

a.

Choosing seasonally, especially when working with locally, cultivated ingredients, helps the climate

Seasonal vegetables and fruits simply taste better and are more fun to cook with

Get to know what to eat when !



Explore

an interactive map to learn about seasonal ingredients in your [region](#)

This source is available through the European Food Information Council ([EUFIC](#))

Follow the news!



Consult

monthly infographics to learn about seasonal ingredients in your [country](#)

This source is available through [Euronews.com](https://www.euronews.com)

Food and Community



Community shared agriculture is a fantastic way to buy locally and connect with people around you

Learn more about

7 Alternative Ways to Grow Food and [community](#)

This source is available through [FoodUnfolded](#)



SECTION 8

MICRO

sustainability

overview

b.

Knowing how to cook is a life skill that directly contributes to health and happiness

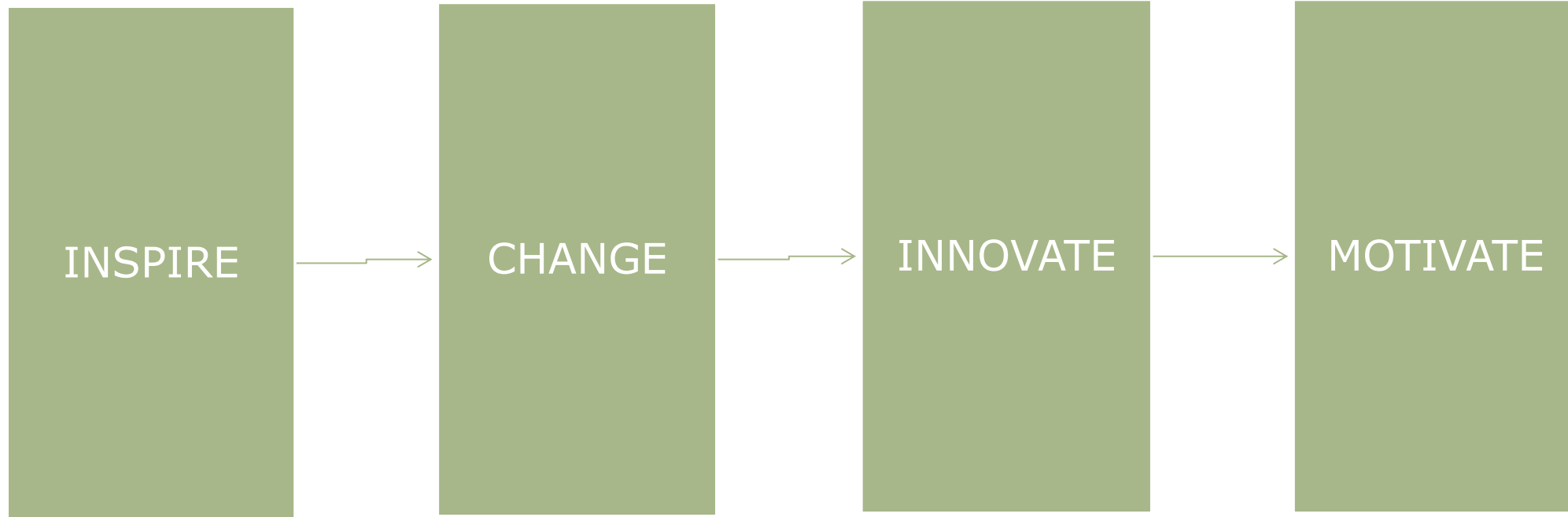
When you cook your own food, you know what you eat, and almost always waste less

Let's experiment in the kitchen!

First things first

REMEMBER . . .

GREASE AMBITIONS



TRANSLATE TO

PRACTICAL OBJECTIVES

i. Discovering Seasonal Ingredients

ii. Exploring Cooking Techniques

iii. Engaging with Inspiring Food People

iv. Making the World a Better Place



SECTION 9

Introducing

The How-to Guide

of

Basic Cooking Techniques

Let's call our micro activities in the kitchen

How to Cook to Save the World

Chapter 1



Practically speaking . . .

YOU ARE HERE TO EXPLORE

HOW TO MAKE

DELICIOUS FOODS

WHILE COOKING WITH SEASONAL
HARVESTS
THAT PREVENT FOOD WASTE TOO!

in a nutshell , you . . .



EXPLORE . UTILIZE . CONTRIBUTE

Core Objective 1 . Explore seasonal ingredients

Core Objective 2 . Utilize cooking techniques to make delicious foods

Objective Goals . Contribute to making the world a better place

Task Focus . Prevent food waste

Purpose . Inspire a green approach to education

COOKING BLUEPRINT

• • •

How to Cook to Save the World

• • •

Each seasonal cooking activity takes approximately 2.0 hours

Recipes and instructions are provided in a separate printable guide

Chapter 1

How to Cook to Save the World

Six Ways with One Vegetable

Spring Season

The Cauliflower Family

Chapter 1

How to Cook to Save the World

Six Ways with One Vegetable

Summer Season

The Beet Family

Chapter 1

How to Cook to Save the World

Six Ways with One Vegetable

Autumn Season

The Cabbage Family

Chapter 1

How to Cook to Save the World

Six Ways with One Vegetable

Winter Season

The Pumpkin Family



SECTION 10

MICRO

sustainability

overview

c.

Culinary innovators are everywhere. The following overview opens the doors to cooking sustainably

Investigate, discover and emulate inspiring people in your area!

Get to know plant-based traditions



Julius Fiedler has made a name for himself in the last few years

He explores what he calls naturally vegan recipes from around the world

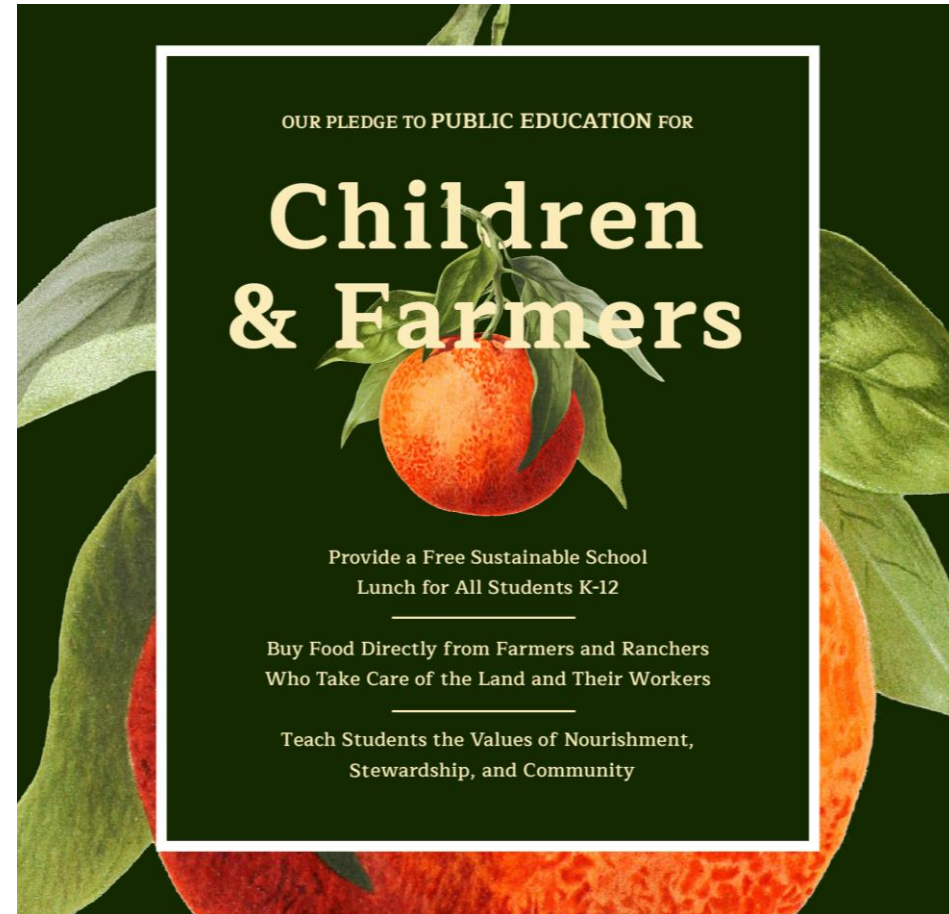
Follow his tutorials on YouTube [here](#)

Edible Education

Alice Waters is a pioneer bringing food education back into schools since 1995

She also created a vast food ed curriculum for students from ages 4 – 18 under

Consult the [open resources](#) library here, and start a garden community at your schools





SECTION 11



Did you know ?

Fermented foods contribute good health, and preserve harvest abundance at the same time

III. OLD SCHOOL Tips

CONNECTING GOOD HEALTH WITH GOOD HARVEST

This section provides culinary tools that promote sustainability and good health. Both are always connected

CULINARY TECHNIQUES AS A SOLUTION

Applying culinary techniques that preserve while creating new flavors is the key to approaching sustainability from a culinary point of view

The Old School Perspective

III. Fermentation is regarded as one of the oldest natural technologies for the production and preservation of edible ingredients.

Bringing it back today makes old school habits, an innovative reality.



What is fermentation?

FERMENTATION

definition

“ A process of chemical change in food or drink, because of the action of yeast, bacteria (or molds) ”

Good bacteria grow in the absence of oxygen and change the raw ingredient into something new

PRESERVE

definition

“ Treating food and drink to prevent its decomposition ”

Preserving foods can be easily achieved through the proper use of salt, sugar and acids like vinegar and citrus!

Introducing
The How-to Guide
of
Preserving and Fermenting



SECTION 12

Let's call our micro activities in the kitchen

How to Cook to Save the World

Chapter 2



COOKING BLUEPRINT

• • •

Fermenting and Preserving

• • •

Each cooking activity takes approximately 1.0 hours

Recipes and instructions are provided in a separate printable guide

Chapter 2

How to Cook to Save the World

Exploring Fermentation

Share and Discuss

Basic Fermenting

Benefits



Basic Benefits

When food is fermented, it is predigested by specific microorganisms that facilitate transformation

Nutrients that were previously unavailable in a raw ingredient are developed over time in the process

Basic Benefits

Fermentation preserves (edible) ingredients, making them safe to eat for many weeks and months after their harvest

Nutrients that were previously unavailable in a raw ingredient are developed in this process



Vegetable fermentation is one of the oldest food “technologies” and lactic acid bacteria fermentation is one of the easiest to make

Working with Fermentation

Good Hygiene Practices

Basic Steps to Fermentation with Vegetables

- wash and dry fresh, organic and unblemished produce gently
- shred . tear . grate slice or chop to release moisture
- salt sufficiently to safeguard against spoilage
- pack in sterilized containers
- submerge under liquid to create a medium for lactic acid bacteria to grow

Basic Steps to Fermentation with Vegetables

- remove air
- cover to keep out mold
- control temperature
- wait and watch
- taste
- store

Chapter 2

How to Cook to Save the World

Fermenting with Vegetables

White Kimchi w/Pear and Radish

Chapter 2

How to Cook to Save the World

Fermenting with Vegetables

Mushroom Jangajji

Chapter 2

How to Cook to Save the World

Fermenting with Salt Brine

Fermented Hot Sauce



Preserving with sugar and vinegar are more familiar to most, especially when fruit is involved

Preserving with Sugar and Vinegar

Chapter 2

How to Cook to Save the World

Between Fermenting and Pickling Making a Fruit Shrub

Chapter 2

How to Cook to Save the World

Preserving with Sugar

Cranberry Relish

ALL RECIPES PROVIDED

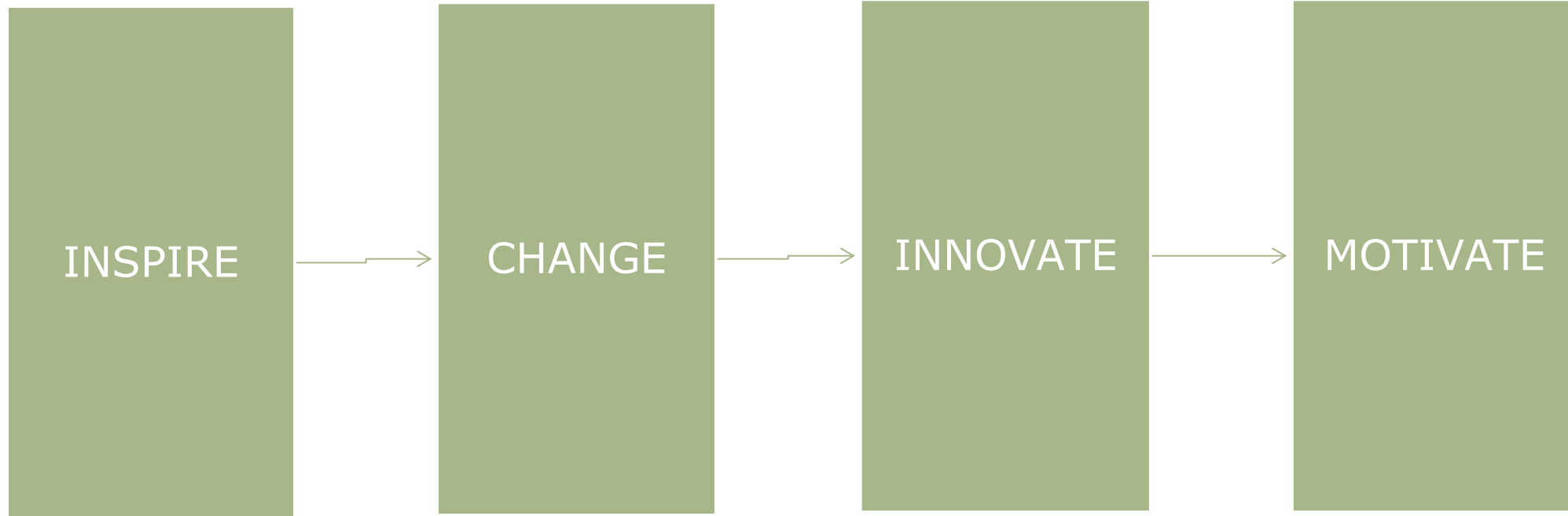
CAN BE MODIFIED

ACCORDING TO THE TIME AND PLACE

FOR EXPERIMENTING IN THE

KITCHEN

FOLLOW THE AMBITION TO



GREASE OBJECTIVE

BECOME AN
AGENT OF CHANGE !

THE END





APPENDIX

Note to educator

EXTRA MATERIALS

The following pages provide extra content for discussion of the topics relevant to the project objectives, which the educator can utilize at their own discretion

CONTENT explained . section 3

The objective of this “how-to” guide is to demonstrate how :

1.

Everyone benefits from learning to utilize (basic) cooking skills effectively. Good food, made well feeds the body; it also connects us to friends, family, community and environment

2.

Learning to cook with seasonal ingredients is a hands-on experience that improves with practice. It is an enjoyable pastime that results in delicious food on the table

CONTENT explained . section 3

The objective of this “how-to” guide is to demonstrate how:

3.

Knowing how to apply basic cooking techniques to a variety of seasonal ingredients results in diversity of available foods throughout the year

4.

The skilled application of basic cooking techniques to seasonal ingredients helps to create a more sustainable environment

Why is «Cooking to Save the World» useful ?

APPLY COOKING TECHNIQUES TO



1. Enjoy seasonal ingredients at their best, and
2. Eat more nutritious foods
3. Utilize harvest abundance, and
4. Prevent food waste

Food for Thought Quote

WE ARE WHAT WE EAT

Jean Anthelme Brillat-Savarin, «The Physiology of Taste»

Think . Pair . Share Discussion

How we eat, what we eat, how we prepare it, share it,

and . . .

what we do with you do with our leftovers,

has a direct impact on our health

as well as the health of the planet

Think . Pair . Share Discussion Topics

What do you think of the following ideas?

...

What resonates most with you?

Food touches every part of life

How we eat and what we eat are deeply connected to our social, economic and cultural environments

How and what we cook has a ripple effect on the world

This is good news, because it also means that simple changes have a positive effect everywhere

Think . Pair . Share Discussion

EVERYTHING IS CONNECTED

Notes on the following Slide templates

The info on the following slides was provided
as a guideline to preparing the presentation

EXERCISE

- Lastly, ask learners to informally apply their learning through drill and practice questions.
- Exchange of experiences with other participants of the education process
- **Planning activities and experiences:**
- **Examples chose more proper to your UNIT content.**
- **Practical skills test**
- **Exchange of experiences with other participants of the education process**
- **Exercise**
- **Workshop**

ASSESSMENT OF LEARNING OUTCOMES

- Test the knowledge about issues from a given Unit
- **Test of knowledge - Multiple choice questionnaire - a list of questions or online form or mentimeter.com**
- A set of 3-5 questions to test the knowledge.

Slide templates

- **1. Display < 120 words at once.**
- Page layouts should display no more than about 120 words at any time so the learning space does not become cluttered or difficult to read. If more content is needed for the topic on that page, either allow the learner to show/hide some content in the same space or break up the content into multiple pages.
- **2. Chunk the content.**
- The course content should be written in a manner that aids comprehension and retention. The brain digests information quicker if the content is broken into smaller sections. Rather than using one or two long paragraphs, break the content into smaller chunks of one to three sentences or use bullets to emphasize key learning points.

Slide template

- **3. Font Formatting - Size fonts for readability.**
- Font size of 12, 13 or 14 for the **body content** will make the content much easier to read for all learners. Double the font size (to 24 to 28) for section headers and step up 1 to 2 points (i.e., $12+2=14$) and Bold for page headers. You want the content to be as easy as possible to read and digest- especially for adult learners who have challenges when viewing information on a screen.
- **4. Use two fonts.**
- The formatting of the fonts support learners to understand the purpose of the text (i.e., title, subtitle, body content). Use Sans Serif fonts such as Arial, Verdena, or Tahoma for body content and subheadings since these are much easier to read on screens. Use Serif fonts such as Times, Palatino, or Garamond for titles to make them stand out.

Slide template

5. White space

is a visual design concept that allows the content (whether it is words or graphics) to stand out and more readily be comprehended.

Use cell padding within a table or buffer areas around shapes.

- ✓ In blocks of text, the spacing between the lines (also referred to as "leading or leading") can include white space to make reading easier.
- ✓ Setting line spacing to about 1.2 so allows the text 'to breathe' and makes it more visually appealing.
- ✓ Adding a 10 point space before each paragraph visually breaks them apart.

Slide template

6. Utilize guides and grids.

When designing page layouts, employ guides to establish specific boundaries for elements such as **body text, titles, graphics**, and navigation elements.

- To make calculating the page borders and placement of elements much easier, use grids.
- Grids can be toggled on or off to allow you snap objects to the grid, so your elements are arranged proportionally and are automatically aligned.
- Set the grid spacing to increments that are easy to work with, such as 10 points.

Slide templates

- **7. Design from top left to bottom right.**
- Learners look at a page beginning at the top left, which is the best placement for the page title.
- As they progress through the content, they will finish reading at the bottom right, which is an optimal place for a navigation or response button.
- Since Western text is read from left to right, it is read and comprehended easier if it is justified left.
- The eye naturally goes to the same starting place in each line for left aligned text, as opposed to different places for centered aligned text. This guideline applies to body text as well as sub headings, basically anyplace where there is multi-lined text..

Color Slide templates

- **8. Limit your color palette.**
- Choose no more than five main colors to use throughout the course.
- Use lighter and darker shades of those colors as needed for accents or backgrounds.
- The colors should be complementary and visually attractive.
- There are online tools such as color scheme generators and color combination libraries to help you create a professional palette for your course.
- Be mindful to create enough contrast between the colors you use (especially if your course has to meet accessibility requirements). For example, if there is black text over a dark purple background, consider changing one color to increase the contrast between them to make reading easier.
- You can check your palette with an online contrast checker.

Color Slide templates

- **9. Indicate meanings for colors.**
- Sometimes colors can just be colors. However, colors can also indicate specific things to your learners. Teal might indicate a response is needed such as a ‘Next’, ‘Play’, or ‘Click to Reveal’, ‘hyperlinks’, multimediamaterials, button.
- Very light shades of your color palette can be used for background behind text blocks while darker shades of those colors can be used for buttons.
- If you do decide to employ color for meaning, make sure that color has **only one meaning** (i.e., don’t use red buttons to indicate ‘Next’ and a big red check to indicate wrong answers).
- Source: 17.07.2023 <https://elearningindustry.com/10-guidelines-emphasize-visual-design-in-your-elearning>

Checklist accessibility

- ❑ Display is < 120 words at once
- ❑ The content is break into smaller chunks
- ❑ Size fonts for readability are considered
- ❑ Font Formatting - Two Fonts are in use
- ❑ White Space is present
- ❑ Colors are limited
- ❑ Colors in training material has their meaning
- ❑ The visual design is consistent
- ❑ Each UNIT TOPIC corresponds to a color associated
- ❑ The footprint of display has UNIT TOPIC color associated
- ❑ The footprint of display contains UNIT no.,Topic , page number
- ❑ The TOPICS table of contents contains hyperlink for each Topic
- ❑ The hyperlinks are working
- ❑ There is an information about UNIT duration (h, min), and number of pages of this training material
- ❑ The UNIT content, examples, exercise and assessment information are present



info

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to be define



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CONTACT DATA

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