



SUSCOP PROJECT

**WAITER, THERE'S A FLY IN MY
SOUP...**



I ORDERED A COCROACH



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Module Sustainable cooking and alternative proteins **EQFM level 5**

Duration: 8 weeks

Organization: 4-5 people groups

Challenge... *Waiter there is a fly in my soup!!!*

Short Description

In this challenge every team has to design a menu composed of a starter, a main course and a dessert using as much as possible only alternative proteins. In addition, the usage of nearby producer's ingredients, nutritional matters, cooking techniques and gastronomical quality will be valued. All the activities involved in the challenge have to promote **sustainability**.

The best menu will be awarded by the school with a lunch in our fine dining restaurant for all the winner team and the recipes will be incorporated to our school's website.



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CHALLENGE	
Period: October-December (Christmas)	Duration: 8 weeks,
Modules involved: <ul style="list-style-type: none"> ● Sustainable cooking and alternative proteins <ul style="list-style-type: none"> ● Culinary production management. ● Pastry and confectionery preparations at the kitchen 	

LEARNING OUTCOMES *only sustainable cooking for the planet Module

TECHNICAL SKILLS:

- **Learning Unit: sustainability of alternative protein**

Learning outcomes:

- S/He is able to prepare innovative dishes with alternative protein
- S/He innovates kitchen procedures
- S/He has knowledge of sustainability and the changing eating habits
- S/He has knowledge of alternative protein
- S/He shows the awareness and willingness to adapt to changes and help others to adapt
- and shows proactivity in order to bring in
- S/He shows involvement, responsibility and cooperation with colleagues

- **Learning Unit: Knowledge of alternative protein**

Learning outcomes:

- S/He has knowledge about what alternative proteins to use.
- S/He has knowledge about what insects are legal to prepare in dishes.
- S/He has knowledge about the habitat of the legalized insects.

- **Learning unit: Prepare dishes with alternative proteins**

Learning outcomes:

- S/He has the cooking skills to prepare dishes.
- S/He has knowledge of alternative protein.
- S/He has knowledge about stock management.
- S/He is able to adapt knowledge of the guidelines and procedures of the hospitality industry, HACCP, safety and quality.



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TRANSVERSAL SKILLS:

- Creative and innovative thinking: Entrepreneur initiative.
- Teamwork: responsibility, communicative skills.
- Learning to learn competences: Autonomy, involvement, decisions taking, problems solution, information management, planning and organisation.
- Partners/ colleagues relationship.
- Digital competence: Information searching and screening, information treatment and content creation.
- Oral and written communication competences.

*Like all of the challenges launched following our high- performance cycle policy, this challenge will be interdisciplinary, involving three modules (pastry, culinary production management and Sustainable cooking and alternative proteins modules). Therefore the evaluation of technical skills will be done by teachers of the three disciplines.



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0. Create/ team activation	
Planned duration: 60 min	Actual duration:

TEAM CREATION

Teams are composed of 4-5 people. For that purpose we will use the colours technique although the teacher's criteria will prevail so s/he can introduce changes when it comes to create teams.

Role distribution:

Coordinator

S/he will be the team's representative before the teacher's team. S/he has to stimulate all partners' participation, has to oversee the teamwork and has to moderate team's meetings trying to make them respect teams' rules.

Creative

S/he is the one in charge of promoting innovative and original ideas, s/he has to promote creative thinking in the group.

Evaluator

S/he is the most analytical person in the team. S/he has to promote critical thinking in the group and is the one in charge of quality control of the final result.

Secretary

S/he is the one who writes down all the ideas and transforms them in facts. S/he manages the rest of partner's speaking times in the meetings. Also s/he has to check the team tasks are done in the required time.

Motivator

His/her commitment is to keep the team united by supporting and helping them. It is an important role especially when conflicts or difficulties appear. S/he has to solve conflicts being impartial and promoting agreements with negotiation and dialogue.



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Each team will get a contract template (attached at the end). On the one hand every partner will have assigned a role in that document, on the other hand every team's partners will reach an agreement about the commitments they are ready to sign (class attendance, punctuality, job distribution...). All teams of the class will present their contract samples before signing so they can enrich and improve their documents, afterwards all members of every team will sign their contracts. .

Those contracts will be saved in google drive folders created by every team as a collaborative space. Besides individually each member will write down a diary to record all the activities connected to the challenge

To register the diary every day answer 1 or 2 questions of your personal work (1) and 1 or 2 questions about the teamwork:

1) Personal work:

- Describe what you have done. ¿what have you done?
- Describe the strategies/process followed. ¿how did you do?
- ¿What do you think that you have learned?
- ¿How did you learn?
- ¿What for did you learn?
- ¿How do you value what you have learned?
- What you have learned, it was like you expected?
- What did you find hardest? Why?
- What did you like most? Why?
- Utility: Did you find it useful?

2) Teamwork:

- ¿Have you all taken part in the teamwork? Specify.
- ¿Have you all taken part in the teamwork to achieve the set goals? Specify.
- Did you all learn? Specify
- Did you all play correctly your previously established roles? Specify.
- The rules of the team::
 - ¿have they been followed?
 - ¿Is it necessary to improve them?
- Did any partner cheer you up to take part in the teamwork, who did it?
- Would you change something, if you had to repeat today's work?



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The challenge

1. Set out the challenge

planned duration: 1 hour

actual duration:

In our school's community as in the European society, there is a widespread concern about the future because of the climate change, and also about the exhausted natural resources provoked by our current way of life. Some environmental impact studies have pointed out the fact that one very simple but very effective step we can take to change this negative tendency, is to change our eating and cooking habits.

The idea is to reduce animal protein consumption especially red meats but also pork, chicken...and others because of the ecological print created during their production and distribution processes.

To achieve this aim among other setbacks, we know that people associate vegetal origin proteins with boring and tasteless food. On the other hand in our culture the insects as animal protein alternatives are not perceived as a "serious" option, moreover are perceived as disgusting or at least bizarre.

To overcome these difficulties, our students teams will create a menu composed of a starter, a main course and a dessert using as much as possible only alternative proteins. To promote sustainability and change possible negative perception against alternative proteins, the design of the recipes of the menu have to take into account these aspects:

- To avoid as much as possible animal proteins excepting insects. Use just vegetable origin proteins or insects.
- Nearby, 0 km, produced ingredients, seasonal and organic ones.
- Nutritionally balanced menu.
- Gastronomical matters. The menu has to be as appealing as possible.
- Innovation of cooking procedures.
- Organoleptic aspects: the taste, textures, combination of flavours and appearance of the dishes.
- The execution of the plates: organisation, cleanliness, order and preparation time.



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2. Identify and connect with the challenge

Planned duration: 90 min.

Actual duration:

- 1) **Individually**, students are asked to visualize which could be the final result of the challenge and how to carry it out:
 - What could be in your opinion an outstanding result in the challenge? Explain your answer.
 - What could be in your opinion a disastrous result? Explain your answer.
 - How could you get that outstanding result?
 - What kind of problems could you face along the challenge?

In order to answer those questions we will use [brain writing](#) technique.

All the teams will Exchange the ideas appeared after the brainstorming.

- 2) With all the group of students, we will share which could be the benefits they would get, with the development of the challenge. They should mention:
 - How catering industry can promote sustainability.
 - To know about the range of alternative proteins including vegetable origin-proteins and insects-origin proteins.
 - Alternative proteins: substitutes or complementary?
 - What kind of dishes could fit better in our gastronomic culture?
 - Vegan, vegetarian or flexitarian?
 - A list of organic, nearby products suppliers.
 - Nutritionally balanced menu.
 - A varied range of cooking techniques to make the menu appealing and enjoyable.
 - Teamwork learning.
 - Learning to take individual and shared decisions.
 - Effective communication learning.
 - Active listening.



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3. Establish parameters

Planned duration: 60 min

Actual duration:

We will establish 2 aspects:

Previous knowledge: what does the student know?

Each student has to share with his/her teammates the previous knowledge they have about the topic, it could be useful to solve the challenge and it makes possible the collaborative learning.

Necessity to learn new things so they could solve the challenge: We will define those questions which would allow the students to divide the challenge into different learning areas or outcomes, on the other hand it would allow them to activate the investigation and therefore to generate knowledge.

To answer these questions the students will take into account the learning outcomes defined at the challenge template. Besides, the secretary of each team will write down a list with the different parameters.

These are the kind of questions which have to drive the teams to define the steps necessary to solve the challenge:

- How can we divide the steps of the challenge?
- How can we assign the tasks in the team?
- How and who is going to gather the necessary information? (sources of information)
- How could we solve possible troubles?
- Which aspects of the challenge are going to be creative?
- What kind of tool are we going to use for the public presentation? (Ppt, prezi...)
- How are we going to share the presentation tasks?
- What is the periodicity when it comes to put in common the information?
- Are we being effective?
- Do we have to reconsider our way of working?

The different steps of the challenge have to be clear:

- ✓ To identify and list the alternative proteins.
- ✓ The list of the dishes, necessary ingredients and instructions of the recipes.
- ✓ Nutritional criteria.
- ✓ List of the suppliers to make the order.
- ✓ Presentation of the topic at the classroom. Justify the sustainability of the menu.
- ✓ Cooking day preparation, mise-en-place.



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Note: Each team will share with their classmates their parameters so they can enrich their work with classmates' contributions. Teachers have to mention any aspect that doesn't appeared at the classroom.

4. Collect and organize the information.

Planned duration: 12 hours

Actual duration:

Students will get the information from the teachers in a traditional way: theoretical and practical lessons. They will be asked to look for additional information about the topic.

Sources of information to give the lessons:

- Suscop materials (teaching materials, cookbook...)
- Culinary production management materials (Leioa Vocational & Catering College)
- Agro ecological producer's visits at the school.
- Pastry techniques materials (Leioa Vocational & Catering College)
- Other material taken from the internet, books, articles...

5. Generate alternatives

Planned duration: 3 hours

Actual duration:

Each team has to create different alternatives or proposals with the information gathered at the previous point.

- ✓ Sustainability of Alternative protein: **Are all the alternative proteins sustainable?**
 - Organize the list of alternative proteins into:
 - What kind of alternative protein could we find at each range of food (1st range, fresh products; 2nd range canned products; 3rd range, frozen ones; 4th range, raw fresh food prepared, sliced or washed; 5th range products, fully cooked ones ready to reheat and eat.)
 - Vegetable origin:
 - Organic or agro ecological products
 - Intensive agriculture.



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- Animal origin:
 - Insects: name available species and current regulation.
 - Select those products your team would include in the menu. Plan your menu proposing at least 2 options for each dish.

- ✓ Knowledge of alternative protein:
 - What is the production system of each alternative protein?
 - Necessary regulation to label an ingredient as organic or ecological.
 - Do farmed insects suffer? Farming production system possible hazards and advantages.
 - What is the origin and production process of *vegetable minced meat* and similar products?

- ✓ Prepare dishes with alternative protein:
 - Create the necessary documentation to prepare the menu in a profitable and standardized way:
 - Recipes with accurately measured ingredients and workable instructions.
 - The documentation has to include nutritional matters and information about allergens.
 - Do recipes costing so it is possible to calculate portion costing and therefore the benefit margin.
 - Make the order of the ingredients taking into account the list of suppliers previously created and the recipes.
 - *Mise en place* of the kitchen, cooking time, checking whether the recipes work and writing down possible aspects to correct. Record the cooking time (videos, pictures...)
 - Evaluate the result according what we established at the 2nd point of the challenge: from the outstanding result to a disastrous result. Another way to evaluate could be to offer the menus to our regular customers and get their feedback.



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6. Present the proposals	
Planned duration: 2 hours	Actual duration:

Each team will present their menu using ppt, prezi or any other format. To do this they would prepare their menu sample beforehand and take evidences (pictures, write the recipes...) All of the members will take part of the presentation.

- Each group will have some feedback from the other teams so they can enrich their menus and create new alternatives.
- Students will evaluate the menus presented with constructive criticism.
- The teachers group can make suggestions to improve the team's menus.

7. Select the final menu	
Planned duration: 2 hours	Actual duration:

Once received the feedback from teachers and classmates and after introduced possible changes to improve their menu, each team will use the PNI technique in order to reach the outstanding result.

The **PNI** technique (positive, negative, interesting), consists in making a table where we can write down positive, negative or interesting aspects of each proposal.

For instance:

Positive	Negative	Interesting
There isn't any traditional protein at the menu	The menu is suitable for vegans but it isn't appealing at all	We all agree that with the changes necessary to make the menu tasty and appealing.



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8. Action´s planning	
Planned duration: 2 hour	Actual duration:

Students should define the necessary planning for the execution, in this case, define the work division into individual work or teamwork, the resources, who is in charge of what and the timesheet for cooking sessions. The teams could use a template like this:

ACTION´S PLANNING

Activity	Execution		Necessary resources	Deadline	Responsible	Current state of the activity
	Teamwork	Individual				



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9. Execution of the plan	
Planned duration: 4 hours	Actual duration:

This step involves the teams to prepare and cook o the dishes. The kitchen will be divided into 4 areas where the teams simultaneously have to cook and plate at least 6 portions of each dish. The jury will be formed by teachers of the school and extra members chosen from the educative community (could be other teachers, students, food producer`s, suppliers...), five people in total.

The jury will get the recipes of the menu prepared by each team and also will taste the dishes and evaluate the result in order to award the best menu and also to give feedback to all menus. Each member of the jury will use the same template to evaluate the dishes, for example:

	Cooking techniques	Flavour	Gastronomically appealing	Nutritionally balanced	Appearance
Menu 1					
Menu 2					
Menu 3					
Menu 4					



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10. Results presentation

Planned duration: 1 hour	Actual duration:
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1. After the cooking time each team will present their dishes to the jury and to their classmates, explaining what they have done. Record keeping of the activity will be done by teachers and students.
2. At this point teams are not only presenting their menus but also explaining the purpose of their work and somehow “selling” their job so verbal and nonverbal communication are very important

11. Evaluation of the challenge

Planned duration: 1 hour	Actual duration:
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The challenge will be evaluated this way:

TRANSVERSAL SKILLS	
<p>40% of the total mark:</p> <ul style="list-style-type: none"> ○ 50% evaluated by the students <ul style="list-style-type: none"> ▪ 25% self-evaluation. ▪ 25% Coe valuation. ○ 50% evaluated by teachers 	<ol style="list-style-type: none"> 1. Personals (Attendance + punctuality + initiative + autonomy + involvement y planning skills) 2. Collaborative (Teamwork + decision´s taking y problem´s solving) 3. Communication (Oral + written) 4. Digitals (Information searching and treatment y contents creation)



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Technical Skills		
<p>60% of the mark</p> <ul style="list-style-type: none"> ○ Evaluated only by the teachers. 		S/He is able to prepare innovative dishes with alternative protein.
		S/He has knowledge about what is a nutritionally balanced menu.
		S/He has knowledge of sustainability and the changing eating habits
		S/He has knowledge of alternative protein.
		S/He has knowledge about what insects are legal to prepare in dishes.
		S/He has the basic cooking skills to prepare dishes.
		S/He has knowledge about stock management.
		S/He is able to adapt knowledge of the guidelines and procedures of the hospitality industry, HACCP, safety and quality.

Co-evaluation and self-evaluation of the students: (20%) Each student will evaluate only transversal skills of his/her classmates and themselves using a rubric.

Evaluation of the teachers: It will be done using a rubric based on previously defined learning outcomes.

Transversal contents :(20%)

- Based on the content of the students diary shared with google drive. The diary will be written every day the last 10 minutes of the lesson.

Technical contents: (60%)

- The achievement of all the learning outcomes expressed in the development of the challenge, the recipes and the information collected by the students (30%)
- The planning, execution and presentation of the dishes. (30%)

If the evaluation is not satisfactory in any module, there will be a theoretical and a practical exam of the programmed contents



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TIMING

1st Week (4 hours)	2nd Week (4 hours)	3rd Week (4 hours)	4th Week (4 hours)	5th Week (4 hours)	6th Week (4 hours)
0. team activation, 1. set out of the challenge, 2. identify and connect with the challenge	3. Establish parameters 4. collect information	4. collect information	4. collect information	4. collect information 5. generate alternatives 6. Present the proposals	7. select the final menu 8. Action's planning
7th Week (4 hours)	8th Week (4 hours)				
Execution and presentation of the challenge	Evaluation & feedback				

CHALLENGE EVALUATION/FEEDBACK

Once finished the evaluation of the student's work teachers will have a feedback session with each team. This way each student will reflect on the experience of the challenge so they can improve their performance of the future challenges.

We can make some questions to help them:

- Have we obtained what we expected? What did we get?
- What happened as expected and what didn't happen as expected?
- What would you do differently for the next challenge?
- What do we do well as a team? What would we do better?
- What do we learn in this challenge?
- The timetable has been appropriate?
- Had we got the necessary resources?
- Do teachers set out correctly the challenge?



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Addenda: TEAM CONTRACT

Module Sustainable cooking and alternative proteins EQFM level 5

*By this contract the team is constituted
..... (NAME OF THE TEAM)*

*And the members are committed to follow the rules mentioned below. Y los miembros de la misma se comprometen a cumplir las normas abajo indicadas.
In addition is named by the group to be the coordinator and the responsible of the team. All the members of the team promise they will always respect her/him.*

The unfulfilment of any rule will imply an improvement action by the team, pointed to obtain the best functioning of the team and therefore the best result possible.



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MEMBERS OF THE TEAM * MENTION WHO IS THE COORDINATOR		
NAME OF THE TEAMMATES	MAIL	SIGN

INNER RULES OF THE WORKTEAM	
COMMITMENTS	MEASURES TO IMPROVE