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Activity coordinated by:
SI4LIFE

LESSON PLAN LO3-D-1

LO3-D-1 in order to both respect food quality and obtain appetizing menus adapted to care settings

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Co-funded by the
Erasmus+ Programme
of the European Union





Introduction

This template would allow to formalize a suggested approach to the teaching of LO4-C-1. Once completed it can be used by teachers in order to design their own lessons addressing the specific LO.

Lesson plan for LO3-D-1

LO3-D-1

Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff

KNOWLEDGE

He/she is able to:

- Describe the basics of chemistry of food, outline their main components and how they affect each other
- Know the basics about nutritional balance in meals/recipes
- Describe the chemical interaction and synergies among ingredients to enhance proprieties of ingredients for each tasteful preparation and equilibrate menus

SKILLS

He/she is able to:

- Create appetizing menus adapted to care setting
- Select the most appropriate combination of ingredients to reach maximum quality and nutritional value of tasteful preparation and equilibrate menus
- Comply with scientific standards about nutritional balanced meals/Recipes •



Lesson Plan LO3-D-1

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Transfer knowledge acquired through experience
- Apply methodologies in food production AUTONOMOUSLY

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preparatory to LO6A-B-1

LO3B-1 is fundamental to this LO

EQF LEVEL: EQF4

OTHER NOTES:

PREPARATORY LOs

These LOs should be introduced before addressing LO4-C-1

- LO7-C-1: Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation
- LO7-C-2: Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work
- LO7-C-5: Exercise management and supervision in contexts of work, reviewing and developing performance of self and others

FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture:	face to face or online
Individual study:	face to face or online
Group work:	face to face or online
Lab:	NO
WBL:	face to face

HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 4)

CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Describe the basics of chemistry of food, outline their main components and how they affect each other	Know the main concepts of molecular cuisine and their connection	Power point on the basics of food chemistry
Know the basics about nutritional balance in meals/recipes	Elaborate balance meals respecting the nutritional value	Food composition table ¹

¹ See for instance

<http://www2.insa.pt/sites/INSA/Portugues/AreasCientificas/AlimentNutricao/AplicacoesOnline/TabelaAlimentos/Paginas/TabelaAlimentos.aspx>



Lesson Plan LO3-D-1

Describe the chemical interaction and synergies among ingredients to reach the maximum nutritional value for each tasteful preparation and the equilibrate menus	Identify ingredients that, due to their composition, do not allow a good interconnection	Power point about chemical interaction and synergies ²
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SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)

How can you share with students the needed contents?

A face-to-face lesson will deal with the contents listed in the table

In addition, a power point document will be shared including:

- Chemical interaction and synergies
- Basics of chemistry

² See for instance http://homepage.ufp.pt/pedros/anim_jmol/carb_jmol.htm