



MeTURA

Back to the Roots

Family education "MeTURA-Back to the Roots",
therapeutic family gardening and therapeutic family cooking
for independent life of adult family members with intellectual disabilities



Andragogical material

for the implementation of the Family Education MeTURA-Back to the Roots

Gathered by Education Centre Geoss (Slovenia)
together with Zveza Sožitje (Slovenia), Danilo Dolci (Italy), UOSIKAZU (Croatia) and Thrive (United Kingdom)



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



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



Litija 2021

The contents of this report only reflect the views of the authors involved who are also responsible for the accuracy of the facts presented. Moreover, the Commission cannot be held responsible for any use which may be made of the information contained therein.





CONTENT

PART 1

1 INTRODUCTION	4
2 ACTIVITIES SHEET FOR THERAPEUTIC GARDENING.....	5
3 ACTIVITIES SHEET FOR THERAPEUTIC COOKING.....	17
4 LEARNING BASIC SKILLS AND KNOWLEDGE WITH THE HELP OF ACTIVITES RELATED TO GARDENING AND COOKING	25
5 EVALUATION GRIDS FOR DETERMINING THE LEVEL OF NOWLEDGE/COMPETENCES PRIOR AND AFTER THE ACTIVITY	46

PART 2 - EASY TO READ SECTION



Part 1



Introduction



PART 1

1 INTRODUCTION

These resources have been developed by the Family education "MeTURA-Back to the Roots" project, therapeutic family gardening and therapeutic family cooking for independent life of adult family members with intellectual disabilities with the intention of providing practical guidance and support in how to carry out therapeutic gardening and therapeutic cooking.

If you are not familiar with the concept therapeutic gardening and therapeutic cooking, we suggest you first look through the Methodology Family Education MeTURA - Back to the roots for families with adult member with intellectual disabilities. There you will learn about: methods, ways of motivation, integration of families and adult family members with intellectual disabilities (AFMID) in the activities of lifelong learning; competences of mentors and educators; how do we deliver therapeutic gardening and therapeutic cooking; ways of transferring knowledge and learning within the family. Methodology is available at: <https://www.erasmus-metura.eu/metodology/>

How to use the andragogical material

If you are reading the resources before you now, the chances are you wish to start practicing therapeutic gardening and therapeutic cooking. You probably either work with an individual with intellectual disabilities or you have a family member with intellectual disabilities. You may be already practicing gardening and cooking activities together with your family member with intellectual disabilities or within your organization, or you have tried using these activities within your work. You may be hoping for answers — tips, models, and resources — and this andragogical resource aims to provide them.

The material is divided into two parts.

The first part is to be used by educators or family members who will act as mentors when carrying out therapeutic gardening and therapeutic cooking tasks. It includes activity sheets gardening and cooking activities (chapter 2 and 3) and activities that go along with gardening and cooking activities and are designed in a way to improve the basic skills and knowledge of those with intellectual disabilities (chapter 4). Chapter 5 includes an evaluation grid for determining the level of knowledge/competences prior and after taking part in activities of therapeutic gardening and cooking.

The second part is written in easy-to-read format and is intended to be used by the learners, (those with intellectual disabilities) with the help of those supporting them. It includes recipe sheets for gardening (step by step instructions how to carry out certain tasks) and cooking recipes.

Part 1



Activities sheet for therapeutic gardening



2 ACTIVITIES SHEET FOR THERAPEUTIC GARDENING

The parents or mentor can look through the plant list provided in the easy-to-read section and plan, together with the adult with learning disabilities, what they wish to grow. Together the learner and parent/mentor can gain knowledge of the step-by-step processes needed to grow each plant, without becoming intimidated by the growing process as a whole, as well as gain knowledge on where and when to plant.

From here they can use both the Activity sheets and Recipe (provided in ETR section) in conjunction with each other for the gardening tasks specified.



Activities sheet



Recipe sheet for gardening

These are aimed primarily at the mentor or parent to use to assess the difficulty level of each activity as well as gain a deeper understanding of the processes required in a non-easy read format. Benefits of task are also laid out as well as what tasks or activities can be done afterwards.

These are for the learner and will give easy read instructions of each activity needed to successfully grow a particular plant. Many of these are repeated, meaning the learner will gain a firmer knowledge of gardening techniques. These are available in the easy-to-read section of the material.

Activity	Page
Weeding	6
Watering (outdoors)	7
Watering (indoors)	8
Seed sowing- small seeds	9
Seed sowing- large seeds	10
Pricking out	11
Preparing soil	12
Potting on	13
Planting potatoes	14
Planting out	15
Harvesting	16

Name of the activity	Weeding		
Objectives	To familiarize AFMID with how to weed growing area to ensure the best growing conditions for vegetables		
Level of difficulty	2 (1=easy, 2=medium, 3=hard)		
Duration	1-2 hours (dependent on size of growing area)		
Resources required	<ul style="list-style-type: none"> • Kneeler • Trugg/bucket • Hand fork • Trowel • Hoe • Fork • Spade • Rake • Wheelbarrow (optional) 		
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about weeding, when its best to undertake task, how it can benefit plants and tool safety • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Encourage AFMID to identify area that needs weeding themselves by differentiation of plants in growing area - Assess tool most suitable for task: Fork for large weeds, Hand fork for small weeds and hoe for smaller weeds - Dig out weeds or hoe over remembering to remove as much root system as possible and causing minimal damage to established plants around them - Assess whether weed is annual or perennial and dispose of accordingly. Annuals can be composted on site if possible and perennials taken away to restrict further spreading - Rake over area to level and tidy - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - A weed free area for plants to grow in - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to weed a growing area, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering - Harvesting 		
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Photograph results of activity or activity being undertaken 		

Name of the activity	Watering (outdoors)		
Objectives	To familiarize AFMID with how to best water vegetables to ensure the best growing conditions for plants		
Level of difficulty	1 (1=easy, 2=medium, 3=hard)		
Duration	1 hour		
Resources required	<ul style="list-style-type: none"> • Watering can with rose attachment • Hose with suitable lance or nozzle • Trugg/bucket 		
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about watering, when its best to undertake task, how it can benefit plants and tool safety • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Encourage AFMID to identify what signs are present when plants need water - Either attach hose to or fill watering can using tap - Water plants at base to ensure water is received by root system - Watch out for overwatering and flooding of area around plants - With pots encourage lifting to check weight and decide if they are sufficiently watered - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Physical guidance • Tasking and learning by stages 	<ul style="list-style-type: none"> • Guidance, suggestions • Showing, pointing out • Observation • Praising • Picture and video demonstration 	
Results	<ul style="list-style-type: none"> - A well-watered area for plants to grow in - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to water a growing area outside, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	- Assessment of the individual's condition, initial evaluation	- Monitoring progress, process evaluation	- Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering - Harvesting 		
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Photograph results of activity or activity being undertaken 		

Name of the activity	Watering (indoors)		
Objectives	To familiarize AFMID with how to best water vegetables to ensure the best growing conditions for plants		
Level of difficulty	1 (1=easy, 2=medium, 3=hard)		
Duration	1 hour		
Resources required	<ul style="list-style-type: none"> • Water trays • Watering can with rose attachment 		
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about watering, when its best to undertake task, how it can benefit plants and tool safety • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Encourage AFMID to identify what signs are present when plants need water - Place plants either in pots or trays into watering trays - Water overhead using watering can with rose attachment being careful to water off plants first or water into watering tray around the plant having taken rose of to avoid displacement of compost - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Physical guidance • Tasking and learning by stages 	<ul style="list-style-type: none"> • Guidance, suggestions • Showing, pointing out • Observation • Praising • Picture and video demonstration 	
Results	<ul style="list-style-type: none"> - Sufficiently watered pots and trays for plants to grow indoors - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to water a growing area inside, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Potting on - Preparing soil 	<ul style="list-style-type: none"> - Planting out - Weeding 	<ul style="list-style-type: none"> - Harvesting
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Photograph results of activity or activity being undertaken 		

Name of the activity	Seed sowing- small seeds		
Objectives	To familiarize AFMID with how to seed sow smaller seeds that can then be pricked out or harvested in the future		
Level of difficulty	2 (1=easy, 2=medium, 3=hard)		
Duration	2 hours		
Resources required	<ul style="list-style-type: none"> • Packets of seed suitable to season and activity e.g. thyme, parsley, basil, oregano, salad, tomatoes, kale • Small seed trays with drainage holes • Multipurpose compost (preferably peat free), or seed sowing compost 	<ul style="list-style-type: none"> • Pearlite to improve the drainage of the compost • Wooden board or tamper • Watering tray in which to sit seed tray 	<ul style="list-style-type: none"> • Plant labels and pen or pencil • Sieve or colander • Grid to help with sowing (optional)
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about the seeds we wish to sow, allow for choice of seeds where possible • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Mix the compost with a good handful of perlite - Overfill the tray with the compost/ perlite mix and level it off using the wooden tamper - Use your fingers to gently press the compost into the four corners of the seed tray - Use the tamper to gently but firmly flatten down the surface of the compost. This is the base on which to sow your seeds - Sow the seeds evenly over the surface of the compost, making sure they are not too crowded together. - Put some compost in the sieve and sprinkle over the seeds until they are just covered. A simple sweeping action over the seed tray gives the best thin, even cover of compost - Add 1cm depth of water to the watering tray. Soak the seed tray in the water for long enough for the compost to soak in the water from below and the seeds are not disturbed - Place the tray on a warm windowsill. Keep the compost moist but not soggy. Water the compost from below 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - A successfully sowed seed tray - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to sow small seeds in seed tray, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering indoors 	<ul style="list-style-type: none"> - Pricking out 	<ul style="list-style-type: none"> - Potting on - Harvesting
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Stick seed packet into diary or logbook - Photograph results of activity or activity being undertaken 		

Name of the activity	Seed sowing- large seeds
Objectives	To familiarize AFMID with how to seed sow seeds that can then be potted on or planted out outside
Level of difficulty	1 (1=easy, 2=medium, 3=hard)
Duration	1 hour
Resources required	<ul style="list-style-type: none"> • Packets of seed suitable to season and activity e.g. bean, pumpkin • Small pots, around 9cm with drainage holes • Multipurpose compost (preferably peat free), or seed sowing compost • Dibber • Watering tray in which to sit pots • Plant labels and pen or pencil • Watering can with rose attachment to ensure light, even watering
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about the seeds we wish to sow, allow for choice of seeds where possible • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Fill pot with compost being sure to break up any large lumps - Gently tap pot to ensure compost settles and is level with edge of pot - Use dibber to make 2.5cm hole in the center of the pot, place in seed and cover - Add 1cm depth of water to the watering tray. Soak the pots in the water for long enough for the compost to soak in the water from below and the seeds are not disturbed - Place the pots on a warm windowsill. Keep the compost moist but not soggy. Water the compost from below
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - A successfully sown seed - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to sow large seeds, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation - Monitoring progress, process evaluation - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering - Potting on - Preparing soil - Planting out
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Stick seed packet into diary or logbook - Photograph results of activity or activity being undertaken

Name of the activity	Pricking out
Objectives	To familiarize AFMID with how to prick out seedlings so they can then be grown on or planted out in the future
Level of difficulty	2 (1=easy, 2=medium, 3=hard)
Duration	2 hours
Resources required	<ul style="list-style-type: none"> • Tray of seedlings grown to be big enough to comfortably handle • Plug trays or pots with drainage holes • Multipurpose compost (preferably peat free) • Watering tray in which to sit plug trays or pots • Dibber/ small teaspoon • Plant labels and pen or pencil • Watering can with rose attachment to ensure light even watering
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about the plants to be pricked out and how the exercise will be of benefit to them • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Fill plug trays or pots with compost making sure to remove any large lumps as you go - Gently tap down to ensure compost is settled and level with edge of plug trays or pots - Using dibber prepare small holes in center of tray module or pot - Using dibber or spoon remove seedlings from seed tray and gently separate being sure to keep as much compost around each root as possible - Transplant each seedling to plug tray or pot ensuring to hold firmly by the leaf and not stem - Gently firm roots in making sure not to compact compost - Water from above using watering can with rose and watering off plants first - Place plug trays or pots in watering tray, keep the compost moist but not soggy
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - Seedlings successfully pricked out and moved to new growing environment - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to prick out seedling, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation - Monitoring progress, process evaluation - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Potting on - Preparing soil - Planting out - Watering
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Stick plant label into diary or logbook - Photograph results of activity or activity being undertaken

Name of the activity	Preparing soil		
Objectives	To familiarize AFMID with how to prepare soil to ensure the best growing conditions for plants being planted out		
Level of difficulty	2 (1=easy, 2=medium, 3=hard)		
Duration	2-3 hours (dependent on size of growing area)		
Resources required	<ul style="list-style-type: none"> • Weeding tools such as kneeler, hand fork, hoe, trowel and receptacle to place weeds in • Wheelbarrow 	<ul style="list-style-type: none"> • Compost or well-rotted down manure • Digging tools such as gardening fork or spade 	<ul style="list-style-type: none"> • Steel rake
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about preparing soil, when its best to undertake task, how it can benefit plants and tool safety: • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Weed over area to be planted in, removing as much root as possible - Dig over area to around 15cm deep using a fork or spade, breaking up clods with edge of tool and removing stones - Add compost or well-rotted manure to provide nutrients and improve soil condition - Rake over to get rid of large lumps of soil and roughly level - Consolidate area by lightly walking over whilst distributing weight evenly with heels - Rake over again to produce fine tilth of soil and roughly level planting area - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - A level growing area with a fine tilth for plants to be planted into - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to prepare a bed for planting, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Planting out 	<ul style="list-style-type: none"> - Watering 	<ul style="list-style-type: none"> - Weeding
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Photograph results of activity or activity being undertaken 		

Name of the activity	Potting on			
Objectives	To familiarize AFMID with how to pot on plants so they can then be grown on and harvested in the future			
Level of difficulty	1 (1=easy, 2=medium, 3=hard)			
Duration	1 hour			
Resources required	<ul style="list-style-type: none"> Plants ready to be potted up, either in plug trays or individual pots Larger pots to pot up into and one pot the same size as existing pots 	<ul style="list-style-type: none"> Multipurpose compost (preferably peat free) Watering tray in which to sit pots 	<ul style="list-style-type: none"> Plant labels and pen or pencil Watering can with rose attachment to ensure light, even watering 	
Description of the activity	<ul style="list-style-type: none"> Introductory talk about the plants to be potted on and how the exercise will be of benefit to them give the AFMID easy-to-read instructions on task, read together and discuss Place a handful of compost in larger pot, making sure to remove any large lumps as you go Place empty smaller pot in large pot ensuring edges of pots are equally level Fill around the smaller pot into the large pot making sure to tap compost down as you do so Remove small pot revealing space in compost where plant will now sit Gently squeeze sides of the pot of your plant and remove, doing your best to not damage the roots or stem as you do so Place in space provided and gently tap side of pot to settle or gently firm in with hands Water from above using watering can with rose, watering off plants first Place finished pots in filled watering tray, keep the compost moist but not soggy 			
Methodology	<ul style="list-style-type: none"> Conversation Verbal instructions Demonstration, physical guidance 	<ul style="list-style-type: none"> Tasking and learning by stages Guidance, suggestions Showing, pointing out 	<ul style="list-style-type: none"> Observation Praising Picture and video demonstration 	
Results	<ul style="list-style-type: none"> Plants successfully potted on and moved to new growing environment The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> Communication skills Motor / physical skills Making choices/ decision making Responsibility Physical awareness Sensory awareness Creativity Emotional expression and adjustment Social interaction Teamwork Accepting support Time management 			
Evaluation	<ul style="list-style-type: none"> Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> Monitoring progress, process evaluation 	<ul style="list-style-type: none"> Evaluation of results, final evaluation 	
Follow on activity	<ul style="list-style-type: none"> Preparing soil 	<ul style="list-style-type: none"> Planting out 	<ul style="list-style-type: none"> Watering 	<ul style="list-style-type: none"> Harvesting
Recording achievements	<ul style="list-style-type: none"> Use a diary or logbook to write down details of activity Stick plant label into diary or logbook Photograph results of activity or activity being undertaken 			

Name of the activity	Planting potatoes		
Objectives	To familiarize AFMID with how to plant and manage potatoes		
Level of difficulty	1 (1=easy, 2=medium, 3=hard)		
Duration	1-2 hours		
Resources required	<ul style="list-style-type: none"> • Selection of growing potatoes with one dominant shoot ready for planting 	<ul style="list-style-type: none"> • Kneeler • Trowel or hand fork 	<ul style="list-style-type: none"> • Spade or fork
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about planting potatoes, when its best to undertake task, how it can benefit plants and tool safety. • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Place out potatoes 35cm apart in growing area to give idea of space available - Dig 15cm hole and place potato in - Cover over and move to next potato - Over several weeks, watch for growth - Once shoots reach around 10cm tall mound earth around stems to encourage further growth of tuber 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - Potatoes successfully planted ready to grow to their full potential - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> 		
	<ul style="list-style-type: none"> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> 	<ul style="list-style-type: none"> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> 	<ul style="list-style-type: none"> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i>
	By learning how to plant potatoes, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering 	<ul style="list-style-type: none"> - Weeding 	<ul style="list-style-type: none"> - Harvesting
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Stick plant label into diary or logbook - Photograph results of activity or activity being undertaken 		

Name of the activity	Planting out		
Objectives	To familiarize AFMID with how to plant out vegetables to enable them to grow in favorable conditions outdoors		
Level of difficulty	2 (1=easy, 2=medium, 3=hard)		
Duration	1-2 hours (dependant on size of growing area)		
Resources required	<ul style="list-style-type: none"> • Selection of plants suitable to be planted out with roots grown fully within their pots • Wheelbarrow (optional) • Kneeler 	<ul style="list-style-type: none"> • Trowel or hand fork • Spade or fork • Container for rubbish 	<ul style="list-style-type: none"> • Watering can with rose attachment to ensure light even watering
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about planting out, when its best to undertake task, how it can benefit plants and tool safety. Allow for selection of plants where possible • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Place plants in position to get idea for spacing - Select plant and mark position by pressing pot lightly into ground in area selected - Dig hole using trowel or spade to correct depth and width to accommodate plant - Check depth by placing the pot with plant still in into planting space - Remove plant from pot ensuring minimal damage to roots and stem whilst doing so - Place roots in space and lightly cover over with soil before firming in being careful not to damage stem - Continue with other plants - Water in using watering can - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - Plants in growing area ready to grow to full potential - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> <p>By learning how to plant out plants in pots, AFMID can develop necessary skills enabling them to grow their own vegetables to later harvest and use in cooking. Bringing them one step closer to an independent lifestyle, increasing personal competence, autonomy and control over their own lives.</p>		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Watering 	<ul style="list-style-type: none"> - Weeding 	<ul style="list-style-type: none"> - Harvesting
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Stick plant label into diary or logbook - Photograph results of activity or activity being undertaken 		

Name of the activity	Harvesting		
Objectives	To familiarize AFMID with how to recognise when fruits and vegetables are ready to pick and eat. These will differ depending on the fruit or vegetable in question so could also require some investigative research to be undertaken by the learner themselves or those supporting them.		
Level of difficulty	2 (1=easy, 2=medium, 3=hard)		
Duration	1-2 hours (dependant on size of growing area)		
Resources required	<ul style="list-style-type: none"> • Kneeler • Trugg/bucket • Hand fork • Fork 	<ul style="list-style-type: none"> • Secateurs/scissors • Colander • Wheelbarrow 	
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about harvesting, when its best to undertake task, what to look out for and tool safety • <i>give the AFMID easy-to-read instructions on task, read together and discuss</i> - Pick no more than a couple of fruits or vegetables to harvest at first and encourage AFMID to recognise when they are ready to harvest by observing size, colour and ease of removal from parent plant - Assess tool most suitable for task: Many vegetables can be picked by hand but secateurs/scissors will be necessary to cut away some and a fork of some description would be used to remove root vegetables or potatoes from the ground - Place produce in trugg or wheelbarrow depending on size and amount - Discuss with AFMID need to prepare vegetables before storage or cooking - Tidy tools and put away 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration, physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out 	<ul style="list-style-type: none"> • Observation • Praising • Picture and video demonstration
Results	<ul style="list-style-type: none"> - Produce to either cook, store or share with others - The following skills and competencies of the individual are developed: <ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Motor / physical skills</i> • <i>Making choices/ decision making</i> • <i>Responsibility</i> • <i>Physical awareness</i> • <i>Sensory awareness</i> • <i>Creativity</i> • <i>Emotional expression and adjustment</i> • <i>Social interaction</i> • <i>Teamwork</i> • <i>Accepting support</i> • <i>Time management</i> 		
Evaluation	<ul style="list-style-type: none"> - Assessment of the individual's condition, initial evaluation 	<ul style="list-style-type: none"> - Monitoring progress, process evaluation 	<ul style="list-style-type: none"> - Evaluation of results, final evaluation
Follow on activity	<ul style="list-style-type: none"> - Cooking 		
Recording achievements	<ul style="list-style-type: none"> - Use a diary or logbook to write down details of activity - Photograph results of activity or activity being undertaken 		

Part 1



Activities sheet
for therapeutic cooking



3 ACTIVITIES SHEET FOR THERAPEUTIC COOKING

The parents or mentor can look through the cooking recipes provided in the easy-to-read section and plan, together with the adult with intellectual disabilities, what they wish to cook. Together the learner and parent/mentor can gain knowledge of what step by step procedures are needed for preparing each dish.

From here they can use both the Activity sheets and Recipe (provided in ETR section) in conjunction with each other for the cooking tasks specified.



Activities sheet



Cooking Recipes

These are aimed primarily at the educator or parent to use as an introductory activity for AFMID to get familiar with cooking or as an activity that goes hand in hand with the activity of cooking.

These are for the learner and will give easy read instructions of preparing certain dishes. Provided in the easy-to-read section of the material.

Activity	Page
Getting acquainted with types of food and proper diet	18
Getting acquainted with cooking methods	19
Getting acquainted with cooking utensils and appliances	20
Safety and hygiene in the kitchen	21
Going to the grocery store	22
Preparing a meal according to the recipe	23
Setting the table and serving food	24

Name of the activity	Getting acquainted with types of food and proper diet		
Objectives	<ul style="list-style-type: none"> - To familiarize AFMID with types of food and proper diet - To increase the independence and self-realization of AFMID - To improve the skills and competencies of AFMID 	<ul style="list-style-type: none"> - To create better connections between family members - To improve social and emotional relationships with others - To improve the psychophysical health of AFMID 	
Level of difficulty	1 (1 = easy 2= medium, 3=hard)		
Duration	1 hour		
Resources required	<ul style="list-style-type: none"> • Flipchart • Markers 	<ul style="list-style-type: none"> • Printed image cards showing groceries • Scotch tape 	<ul style="list-style-type: none"> • Support from educators / family members
Description of the activity	<p>- Introductory talk with AFMID about types of food: where does food come from? what types of food and groceries do they know? what is a proper diet? what are the usual daily meals (breakfast, lunch, dinner)? how the food is stored (which foods are stored in the refrigerator and which are not)? what is their favorite dish? etc.</p> <p>- Familiarizing AFMID with five types of food, and with spices and supplements, showing them in the pictures and explaining what proper diet means:</p> <ul style="list-style-type: none"> • Grains are foods like cereals, bread, pasta, rice. Grains provide energy. • Vegetables are foods like broccoli, carrots, legumes, potatoes, spinach. Vegetables help us stay healthy and feel good. We should try to eat vegetables every day. • Fruits are apples, pears, watermelons, grapes, blueberries, etc. Fruits fights infections and help us heal when we are sick. Fruits are a delicious snack that we can eat every day. • Dairy products include foods such as milk, yogurt, cheese, ice cream and pudding. Dairy products contain calcium which helps keep bones strong and teeth healthy. • Meat & beans are foods that include burgers, chicken, fish, eggs, beans and nuts. This food is full of protein to help us build strong muscles. We should try to eat leaner, less fatty meat to keep our body healthy. • Spices and supplements are foods of different origins that are used to make our food tastier (salt, sugar, oil, vinegar, etc.) • There are three usual meals during the day - breakfast, lunch, and dinner. A proper diet should be varied, i.e. it should include foods from all five types of food, but none should become too dominant. Breakfast is the most important meal of the day and should not be skipped. We should eat lots of fruits and vegetables, and fish at least once a week, and consume as little salt as possible and avoid sugar and fatty foods. <p>- Making posters, one for each type of food and one for spices and supplements:</p> <ul style="list-style-type: none"> • Providing AFMID with picture cards to paste into the appropriate poster (the name of the item can be entered next to the image) - Giving AFMID the task of choosing pictures from the posters to arrange breakfast, lunch, and dinner of their choice, and to discuss arranged meals - which foods correspond to which meal and why? 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration 	<ul style="list-style-type: none"> • Guidance, suggestions • Showing, pointing out • Observation 	<ul style="list-style-type: none"> • Praising • Picture and video demonstration
Results	<p>- AFMID will learn about types of food and groceries and what a proper diet is.</p> <p>- The following skills and competencies of the individual are developed:</p> <ul style="list-style-type: none"> • Communication skills • Conducting choices/decision making • Awareness of oneself and one's body • Sensory awareness • Creativity • Emotional expression and adjustment • Interactions with others • Teamwork and togetherness • accepting support 		
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.		

Name of the activity	Getting acquainted with cooking methods									
Objectives	<ul style="list-style-type: none"> - To familiarize AFMID with cooking methods - To increase the independence and self-realization - To improve the skills and competencies of AFMID - To create better connections between family members - To improve social and emotional relationships with others - To improve the psychophysical health of AFMID 									
Level of difficulty	1(1 = easy 2= medium, 3=hard)									
Duration	1 hour									
Resources required	<ul style="list-style-type: none"> • Flip chart • Printed image cards showing methods of cooking • Scotch tape • Markers • Support from educators / family members 									
Description of the activity	<ul style="list-style-type: none"> - Introductory talk with AFMID about the cooking methods they know. - Familiarizing AFMID with cooking methods showing them in the pictures and explaining each method: <p>Dry cooking methods:</p> <ol style="list-style-type: none"> 1. Roast/Bake-Roasting and baking are similar methods of cooking food in the oven. Roasting refers more to the meat and vegetables, and baking to breads, pastries, and other sweet items 2. Pan Fry- Pan-frying is done by adding enough oil to a hot pan so that the oil comes up about half an inch up the side of the pan. Food is partially submerged in the oil and then flipped over so the other side can cook. 3. Deep Fry - Deep-frying is when food is completely submerged in a hot oil. 4. Sauté - Sautéed foods are cooked in a thin layer of oil over medium-high heat, usually in a frying pan on the stovetop. Food is cooked until tender. 5. Grill- Grilling usually involves an open flame but can also be done with a grill pan on a stovetop. Foods are cooked by heating the grill grates, which gives what is being cooked the charred, grilled lines. <p>Wet cooking methods:</p> <ol style="list-style-type: none"> 1. Boiling - Foods are boiled in water, which reaches a boil at 100 degrees Celsius. Foods are completely submerged in the boiling water and cooked until tender, then drained. 2. Poach -To poach food, it should be completely submerged in liquid that is between 70 and 82 degrees Celsius. The food item remains in the liquid until fully cooked through and tender. 3. Steam - To cook an ingredient with steam, food is usually placed in a separate steamer over hot liquid. The food is cooked by the steam from the liquid and does not meet the liquid. 4. Blanch -Blanching is like boiling, except the food is par-cooked and then submerged immediately in an ice-bath to stop the cooking process. <p>• Combined cooking methods:</p> <ol style="list-style-type: none"> 1. Braise -Braising is a combination cooking method that first involves sautéing or searing an item, then simmering it in liquid for a long cooking period until tender. Foods that are braised are often larger proteins like pot roast and poultry legs. 2. Stew - Stewing is like braising because the ingredient is first seared and then cooked in liquid, but it uses smaller ingredients like diced meats and vegetables. <ul style="list-style-type: none"> - Making posters, one for each group of cooking methods. - Providing AFMID with picture cards to paste into the appropriate poster (the name of the item can be entered next to the image). 									
Methodology	<ul style="list-style-type: none"> • Conversation • Demonstration • Observation • Picture display • Sorting game • Verbal instructions • Showing, pointing out • Praising • Making posters • Guidance, suggestions 									
Results	<ul style="list-style-type: none"> - AFMID will learn about cooking methods. - the following skills and competencies of the individual will be developed: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">• Communication skills</td> <td style="width: 33%;">• Sensory awareness</td> <td style="width: 33%;">• Interactions with others</td> </tr> <tr> <td>• Conducting choices/decision making</td> <td>• Creativity</td> <td>• Teamwork and togetherness</td> </tr> <tr> <td>• Awareness of oneself and one's body</td> <td>• Emotional expression and adjustment</td> <td>• Accepting support</td> </tr> </table>	• Communication skills	• Sensory awareness	• Interactions with others	• Conducting choices/decision making	• Creativity	• Teamwork and togetherness	• Awareness of oneself and one's body	• Emotional expression and adjustment	• Accepting support
• Communication skills	• Sensory awareness	• Interactions with others								
• Conducting choices/decision making	• Creativity	• Teamwork and togetherness								
• Awareness of oneself and one's body	• Emotional expression and adjustment	• Accepting support								
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.									

Name of the activity	Getting acquainted with cooking utensils and appliances		
Objectives	<ul style="list-style-type: none"> - To familiarize AFMID with cooking utensils and appliances and how to use them properly - To increase the independence and self-realization of AFMID 	<ul style="list-style-type: none"> - To improve the skills and competencies of AFMID - to create better connections between family members - To improve social and emotional relationships with others - To improve the psychophysical health of AFMID 	
Level of difficulty	2 (1 = easy 2= medium, 3=hard)		
Duration	1 hour		
Resources required	<ul style="list-style-type: none"> • Equipped kitchen (cooking utensils and appliances) • Flip chart • Markers • Printed image cards showing cooking utensils and 	<ul style="list-style-type: none"> • Appliances • Scotch tape • Plasticine • Plastic knife 	<ul style="list-style-type: none"> • Marbles • Macaroni • Support from educators / • Family members
Description of the activity	<ul style="list-style-type: none"> - Introductory talk with AFMID about what appliances and utensils is an integral part of the kitchen and what they are used for. - Familiarizing AFMID with cooking utensils and appliances showing them in the pictures and explaining each item. - Providing AFMID with picture cards showing kitchen appliances and utensils, and in the game of "scavenger hunt" to find, and identify those items in the kitchen: <ul style="list-style-type: none"> • Making posters, one for appliances and one for utensils. • When the AFMID identifies an object, he/she pastes the picture card into the appropriate poster (the name of the object can be entered next to the image) - Demonstrate and practice the use of kitchen appliances and utensils: <ul style="list-style-type: none"> • Demonstrate and practice switching the stove, oven and microwave on and off • Demonstrate and practice use of a mixer, blender and toaster • Demonstrate and practice placing pots and pans on a cold stove and baking tray in a cold oven • Demonstrate and practice use of knife and cutting board using a plastic knife and plasticine • Demonstrate and practice measuring ingredients using measuring cups and spoons, dry ingredients (e.g. macaroni) and water • Demonstrate and practice use of a colander using marbles and water - Indicate the difference between hot and cold water using tap water 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Practice • Physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation • Praising 	<ul style="list-style-type: none"> • Picture display • Game of "scavenger hunt" • Making posters • Sorting game
Results	<ul style="list-style-type: none"> - AFMID will learn about cooking utensils and appliances and how to use them. - the following skills and competencies of the individual will be developed: <ul style="list-style-type: none"> • Communication skills • Motor / physical skills • Conducting choices/decision making • Awareness of oneself and one's body • Take responsibility • Awareness of oneself and one's body 		
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.		

Name of the activity	Safety and hygiene in the kitchen	
Objectives	<ul style="list-style-type: none"> - To familiarize AFMID with the rules of safety and hygiene in the kitchen - To increase the independence and self-realization of AFMID 	<ul style="list-style-type: none"> - To improve the skills and competencies of AFMID to create better connections between family members - To improve social and emotional relationships with others - To improve the all round health of AFMID
Level of difficulty	2 (1 = easy 2= medium, 3=hard)	
Duration	1 hour	
Resources required	<ul style="list-style-type: none"> • Equipped kitchen (cooking utensils and appliances) 	<ul style="list-style-type: none"> • Support from educators / family members
Description of the activity	<ul style="list-style-type: none"> - Introductory talk with AFMID: what the rules of safety and hygiene in the kitchen are why they should be followed? what are the dangers in the kitchen (spreading bacteria from food, food poisoning, cuts, burns, etc.)? what food can be eaten raw, which must be cooked? etc... - Familiarizing AFMID with the rules of safety and hygiene in the kitchen: <ul style="list-style-type: none"> • Always use an apron and tie long hair in a ponytail • Wash your hands often in soap and water and clean your work surface and utensils • Always wash vegetables and fruits under running tap water • Always separate raw meat, poultry, seafood and eggs from other foods • use different cutting boards and knives, one for fresh vegetables and fruits and the other for raw meat, poultry and seafood • keep raw foods separate from cooked food, do not use the same container • cook food at the right temperature and at the right time so that it does not stay raw or overcook • Put meat, poultry, eggs and other perishable products in the refrigerator or freeze them as soon as you return from the store. • Thawed food should be cooked immediately • keep your hands away from hot objects and always wear protective gloves when handling them • use a knife and other sharp objects with extreme caution, never turn the blade upside down or towards yourself and others • Electrical appliances must be switched off immediately after use • If cooked food is not eaten, it should be stored in the refrigerator - Demonstrate and practice the rules of safety and hygiene in the kitchen (holding a knife properly, wearing an apron, using gloves, washing hands properly, cleaning the work surface, washing dishes, etc.) 	
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Practice • Physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation • Praising
Results	<ul style="list-style-type: none"> - AFMID will learn about the rules of safety and hygiene in the kitchen. - The following skills and competencies of the individual will be developed: <ul style="list-style-type: none"> • Communication skills • Motor / physical skills • Conducting choices/decision making • Awareness of oneself and one's body • Take responsibility • Awareness of oneself and one's body 	
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.	

Name of the activity	Going to the grocery store	
Objectives	<ul style="list-style-type: none"> - to familiarize AFMID with going to the store to buy the necessary groceries and ingredients - to increase the independence and self-realization of AFMID - to improve the skills and competencies of AFMID 	<ul style="list-style-type: none"> - to create better connections between family members - to improve social and emotional relationships with others - to improve the psychophysical health of AFMID
Level of difficulty	2 (1 = easy 2= medium, 3=hard)	
Duration	1-2 hours	
Resources required	<ul style="list-style-type: none"> • Paper • Pencil • Printed image cards showing groceries and ingredients 	<ul style="list-style-type: none"> • Glue • Money • Support from educators / family members
Description of the activity	<ul style="list-style-type: none"> - Talking to AFMID about going to the grocery store and what they might buy. - Making a picture list of groceries and ingredients that need to be bought and estimating how much money will be needed for groceries and ingredients from the list: <ul style="list-style-type: none"> • <i>Writing a list of necessary groceries and ingredients</i> • <i>Providing AFMID with pictures of groceries and ingredients, some glue and a piece of paper.</i> • <i>Reading off a list one item at a time, asking AFMID to find a picture of that item and have him/her glue it to his/her paper. When he/she is finished, his/her pictures should match written list.</i> • <i>Ask the AFMID to estimate how much each item will cost. Allow him/her to take a pencil and his/her list into the store to write down the real cost of each item to see how close his/her estimate was.</i> - Going to the store with AFMID, explaining the shopping procedures and asking them to find the items using the list, then put items in the basket, take them to the cash register and to pay for purchases. 	
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation
Results	<ul style="list-style-type: none"> - AFMID will learn how to go to the store and buy groceries - The following skills and competencies of the individual will be developed: <ul style="list-style-type: none"> • Communication skills • Motor / physical skills • Conducting choices/decision making • Take responsibility • Awareness of oneself and one's body • Sensory awareness • Creativity • Emotional expression and adjustment • Interactions with others • Teamwork and togetherness • Accepting support 	
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.	

Name of the activity	Preparing a meal according to the recipe		
Objectives	<ul style="list-style-type: none"> - to familiarize AFMID with meal preparation according to the recipe - to increase the independence and self-realization of AFMID - to improve the skills and competencies of AFMID 	<ul style="list-style-type: none"> - to create better connections between family members - to improve social and emotional relationships with others - to improve the psychophysical health of AFMID 	
Level of difficulty	Depending on the recipe (1=easy, 2=medium, 3=hard)		
Duration	Depending on the recipe		
Resources required	<ul style="list-style-type: none"> • Equipped kitchen (cooking utensils and appliances) • An easy-to-read recipe (pictorial recipe with step by step guides) 	<ul style="list-style-type: none"> • Support from educators/family members • Groceries and ingredients 	
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about the meal you want to prepare: <ul style="list-style-type: none"> • provide AFMID with an easy-to-read recipe to read it together and discuss - Practical performance of preparing a meal according to the selected recipe: <ul style="list-style-type: none"> • AFMID prepare a default meal step by step with active support in the form of verbal instructions, suggestions, directing, pointing, guiding, with pictorial presentation of the recipe, and with adherence to safety and hygiene rules. • If necessary, repeat the recipe several times until AFMID can prepare it themselves. • Be consistent and repetitive, be patient, laugh and have fun with your AFMID and give him/her a lot of praise. - In the case of spills stay cheerful and laugh and turn cleaning into a fun activity. 		
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Physical guidance 	<ul style="list-style-type: none"> • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation 	<ul style="list-style-type: none"> • Praising • Display of a pictorial recipe with step by-step procedures
Results	<ul style="list-style-type: none"> - AFMID will learn how to successfully prepare a meal - the following skills and competencies of the individual will be developed: <ul style="list-style-type: none"> • Communication skills • Motor / physical skills • Conducting choices/decision making • Take responsibility • Awareness of oneself and one's body • Sensory awareness • Creativity • Emotional expression and adjustment • Interactions with others • Teamwork and togetherness • Accepting support • Time management 		
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.		
Follow on activity	Cleaning and tidying up the kitchen while socializing and discussing the workshop		
Recording achievements	<ul style="list-style-type: none"> • Take a photo of the meal and share it with friends and family. • Create a cooking log to document prepared meals. 		

Name of the activity	Setting the table and serving food
Objectives	<ul style="list-style-type: none"> - To familiarize AFMID with meal preparation according to the recipe - To increase the independence and self-realization of AFMID - To improve the skills and competencies of AFMID - To create better connections between family members - To improve social and emotional relationships with others - To improve the psychophysical health of AFMID
Level of difficulty	1 (1 = easy 2= medium, 3=hard)
Duration	½ hour
Resources required	<ul style="list-style-type: none"> • Table • Kitchen utensils and accessories • Ready meal • Support from educators/family members
Description of the activity	<ul style="list-style-type: none"> - Introductory talk about how to set the table and serve food. - Demonstrate table setting and food serving. - AFMID set the table and serve food with active support in the form of verbal instructions, suggestions, and guidance.
Methodology	<ul style="list-style-type: none"> • Conversation • Verbal instructions • Demonstration • Practice • Physical guidance • Tasking and learning by stages • Guidance, suggestions • Showing, pointing out • Observation • Praising • Picture or video display
Results	<ul style="list-style-type: none"> - AFMID will learn to set the table and serve food. - the following skills and competencies of the individual will be developed: <ul style="list-style-type: none"> • Communication skills • Motor / physical skills • Conducting choices/decision making • Take responsibility • Awareness of oneself and one's body • Sensory awareness • Creativity • Emotional expression and adjustment • Interactions with others • Teamwork and togetherness • Accepting support
Evaluation	Assessment of the individual's ability (initial evaluation) and evaluation of results (final evaluation) through evaluation forms for determining the level of knowledge/competences prior the activity and after the activity.
Follow on activity	Consumption of prepared meal with socializing and discussion about the workshop.
Recording achievements	<ul style="list-style-type: none"> • Take a photo of the set table and food served and share the photo with friends and family.

Part 1





Learning basic skills and knowledge
with the help of activities
related to gardening and cooking

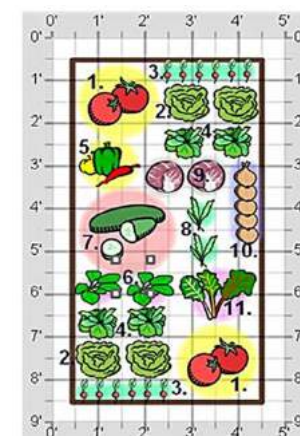


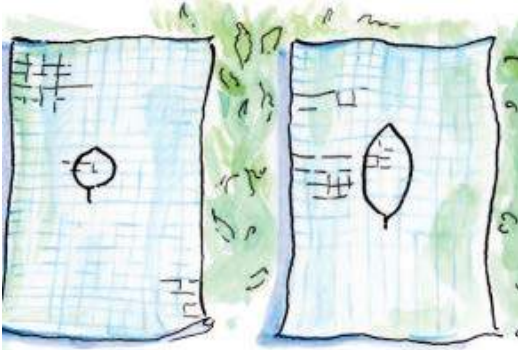
4 LEARNING BASIC SKILLS AND KNOWLEDGE WITH THE HELP OF ACTIVITES RELATED TO GARDENING AND COOKING

ACTIVITIES RELATED TO GARDENING	
Name of the activity	Page
My gardening journal	26
Drawing and measuring the garden	27
Area and perimeter of leaves	28
Garden planning chart	29
Make a compost	30
Measuring stick	31
Seed viewer	32
Growing gloves	33
Measure soil pH	34
If the world was an apple	35
Garden markers	36
ACTIVITIES RELATED TO COOKING	
Name of the activity	Page
My cookbook	37
Kitchen geography	38
Kitchen measurement tools	39
Food budget, spending money	40
Food budget, spending money: Advanced activity	41
Bread making	42
Opening a restaurant	44
Opening a restaurant: Advanced activity	45


Activity title	My gardening journal
Learning area	Improving literacy skills
Description	Create a gardening journal where you will keep your gardening activities, write down your thoughts, ideas, plans etc.
What you need	<ul style="list-style-type: none"> • a notebook • colorful paper • sizers • glue • old newspaper • magazines • markers • stickers 
Instructions	<p>You need a blank notebook – one side you can use as a gardening diary and the other side as a cooking diary or you can make it as two separate books/journals. Decorate the covers by cutting pictures of plants out of magazines, newspaper or found online and printed, you can also draw your own pictures.</p> <p>Prepare the pages of your garden journal like the example. You can include the following information:</p> <ul style="list-style-type: none"> • Common name • Botanical name • Purchased at • Price • Started from: seed / plant (mark the suitable option) • Date planted • Location planted • Planting instructions • Sunlight: full sun / partial sun / shade (mark the suitable option) • Water requirements • Size at maturity • Care instructions • Fertilizer/soil amendments/herbicide • Harvest/bloom date • Transplant/propagate/divide • Fests/problems • Photo/drawing/seed pocket • Recipes in which I can include the plant 
Duration	60 min
Results/outputs	Writing in journals is a good way to improve writing ability. Journals build your writing skills - spelling, sentence structure, vocabulary, and grammar can all be enhanced through writing regularly. Journals helps communicate ideas through writing. Sometimes you find it easier to express yourself through writing than by oral communication. Developing written communication skills is also an advantage and improves handwriting skills.
Related to gardening activity	This activity can be used together with the activity of actual planting . Participants first gather the information about the plant, write it down and according to the information plant it in practice.


Activity title	Drawing and measuring the garden
Learning area	Improving mathematical skills
Description	<p>Learning objectives:</p> <ul style="list-style-type: none"> • learn mapping skills and draw to scale • use measuring equipment outdoors • discuss future design ideas for your garden
What you need	<ul style="list-style-type: none"> • graph paper • pencil, colors • ruler • measuring tape • string
Instructions	<p>In your gardening journal draw a plan of your garden. First discuss the units of measure needed to calculate perimeter. Have a look around the garden beforehand to decide on the area to be explored and record measurements.</p> <p>Use blank or graph paper. Decide how you will measure the garden. Choices could include a measuring wheel or tape, a piece of rope or your own stride (pre-measured). Decide whether part measurements will be rounded up or down, to simplify. Measure particular parts of the garden. This could be a vegetable patch, raised beds, a paved area etc. Mark these features on your plan. If you do not have your own garden, you can make a plan for a garden that you would want to have.</p> <p>Once measurements have been recorded transfer this data onto cm squared paper. Decide on a suitable scale (10cm:1cm) and draw a 'birds eye' (plan) view of your garden. Label the areas of the garden plan to show usage/purpose.</p>
Duration	45 min
Results/outputs	<p>With this activity you will learn:</p> <ul style="list-style-type: none"> • common units of measure • measure the perimeter of 2D shapes in a garden setting • solve simple problems with measuring and scaling contexts
Related to gardening activity	This activity can be used prior or together the activity of planting . The participants first draw a plan of the garden and according to this plan they know where to plant in practice.






Activity title	Area and perimeter of leaves
Learning area	Improving mathematical skills
Description	Learning about perimeter and area calculations
What you need	<ul style="list-style-type: none"> • graph paper • pencil • any kind of leaves • string • measurement tool • gardening journal
Instructions	<p>Pick a leaf from a tree, shrub or house plant. Avoid difficult-to-measure leaves, for example ones that are lobed, jagged, larger than a hand span, or smaller than a thumb.</p> <p>Trace the leaf on graph paper that will allow you to count the units to get the area and then use a string that will allow you to measure out the perimeter.</p>  <p>https://www.youtube.com/watch?time_continue=55&v=VKDbII9Fr_M&feature=emb_title</p>
Duration	15 min
Results/outputs	Getting to know the difference between perimeter and the area and how to calculate perimeter and area for various shapes.
Related to gardening activity	This activity can be used together with the activity of planting potato, apple, fig, strawberries... These are plants from which you can get leaves, once the plants have grown enough, and use them to measure the perimeter.

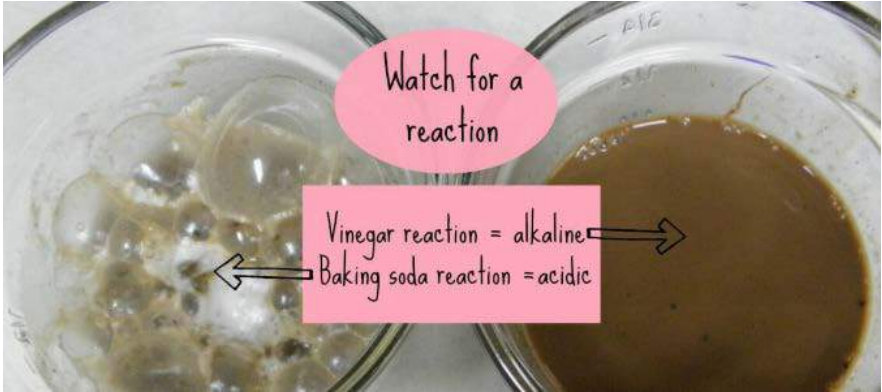
Activity title	Garden planning chart																
Learning area	Improving research skills																
Description	Very small seeds, such as lettuce, spinach, or radish seeds, cannot be planted one by one in the garden. The spacing of crops is determined by the ultimate height and spread of what is being planted. There is the space between the plants in a row and then the space between rows themselves. Space is needed for weeding along and between rows, to create good circulation and to allow each crop to grow to its full size.																
What you need	Seed packets, information from seed catalogues, internet																
Instructions	<p>Use the information on the seed packets, in seed catalogues, or on a website to fill in the table about information about the vegetables you plan to grow in your garden.</p> <p>The chart should include the following information:</p> <ul style="list-style-type: none"> • name of the plant • row width • space between plants • height <p>Use this chart information for planting seeds, and after the plants grow you can compare the actual results with the results in the table.</p> <table border="1" data-bbox="1442 533 2069 810"> <thead> <tr> <th>Vegetable</th> <th>Row Width</th> <th>Space Between Plants</th> <th>Height</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Vegetable	Row Width	Space Between Plants	Height												
Vegetable	Row Width	Space Between Plants	Height														
Duration	45 min																
Results/outputs	Learning how to look for certain information, developing research skills, writing down data, developing an understanding how plants grow.																
Related to gardening activity	This activity can be used prior or together with the activity of planting (all type of plants) .																

Activity title	Make a compost
Learning area	Biology, chemistry
Description	You can recycle leaves and other plant materials by setting up a compost bin. If you do not have space in the garden to do this, you can make do by producing compost in a jar. This activity is perfect because you can watch green waste decompose with your own eyes
What you need	<ul style="list-style-type: none"> • a wide-mouth glass jar • organic garden waste (such as fallen leaves, grass clippings, soil) • old newspaper • fruit and vegetable peels, cores, and scraps from the kitchen • 1 cup rainwater • a permanent marker
Instructions	<p>To get started toss a handful of soil into the jar. Next, put in a bit of newspaper and then add kitchen scraps. Finally, add a layer of dead leaves and grass clippings. Repeat this process until each jar is mostly full. Finally, add water and place the lid on the jar. Write each participant's name on his or her lid, and poke holes in the lids for oxygen. Draw a fill line on the glass to indicate the top of the jumbled ingredients. Lastly, set your composting experiments on a sunny windowsill within view but out of reach. Every two weeks, mark a line to show the "new" top as nature does her work and the contents settle. Be sure to label it with the date, too, so you can watch the progress of your microbes.</p> 
Duration	<p>To make the compost: 30 min To observe the changes and for organic matter to turn into a nutrient-rich soil: about 12 weeks</p>
Results/outputs	Composting teaches how the environment works and how to reduce our waste. Composting helps to understand recycle, reuse and reduce waste. You can learn the difference between biodegradable products and what ends up in our landfill. You learn what waste can be converted into compost. Composting teaches how to convert waste into nutrient-rich matter. You will learn how different materials breakdown by understanding the chemical process. You learn biology, chemistry and physics through composting. You learn the importance of worms and slugs and their value to our ecosystem. You see firsthand how microorganisms work to give us rich soil for food production and that even the smallest animals have important roles in our ecosystem.
Related to gardening activity	This activity can be used together with the activity Preparing soil .

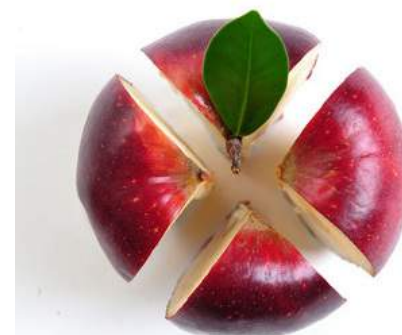
Activity title	Measuring stick
Learning area	Improving mathematical skills
Description	Measuring or spacing sticks are used to indicate where seeds and plants should be spaced in the row.
What you need	<ul style="list-style-type: none"> • wood lengths 100 cm long, 5-10 cm wide, 1-2 cm deep • sandpaper • measure tape • ruler • saw • permanent marker pens (black and colored) • information from the garden planning chart (from the previous activity)
Instructions	<p>Look at information from the garden planning chart and find out the sowing distances. Prepare your stick ready for use, 100 - 120 cm is a useful size. Use marker pens to ink in the lines of measurement. If tools are allowed with this group, use a saw to make these marks permanent on your stick. For smaller seeds, on one side mark out with a pencil every 5 cm, mark out every 10 cm on the reverse. Or for larger seeds, on one side mark out every 15 cm and on the reverse measure out every 20 cm. Measuring sticks can be decorated with pictures of the particular plant you are sowing seeds for and what spacing it requires.</p>  <p>The image shows four wooden measuring sticks of varying lengths, each decorated with different plants and their sowing distances. The top stick is marked with 10, 20, 30, 40, 50, 60, 70, and 80 cm, and features illustrations of a red ladybug, a green caterpillar, a red rose, a pink flower, a purple flower, and a green leaf. The second stick is marked with 10, 20, 30, 40, 50, and 60 cm, and features illustrations of a green butterfly, a green leaf, a red flower, and a pink flower. The third stick is marked with 10, 20, 30, 40, 50, 60, 70, and 80 cm, and features illustrations of a red flower, a pink flower, a green leaf, a purple flower, and a yellow flower. The bottom stick is marked with 10, 20, 30, 40, 50, and 60 cm, and features illustrations of a pink flower and a green leaf.</p>
Duration	45 min
Results/outputs	Understanding the distance
Related to gardening activity	This activity can be used together with the activity of planting potato, garlic, salad onion, strawberries, pumpkin, and tomato.


Activity title	Seed viewer
Learning area	Biology
Description	Simple and inexpensive to make, plant bean seeds in clear plastic cups to allow to watch seeds sprout and introduce the life cycle of plants.
What you need	<ul style="list-style-type: none"> • clear plastic cups (can be washed and reused) • paper towels • dried beans • water
Instructions	<p>Ball up a few pieces of paper towel and place inside the cup until it is full. Pick out 3 to 4 dried beans (avoid using any beans that are split) and place them in the cup between the side of the cup and the paper lining it. Gently water the paper towels in the center until saturated. Place the cup (or cups if you would like to have a few tries) on a shelf or windowsill and watch them grow.</p> <p>First you will notice the seed coat expanding (wrinkling) as the seed absorbs water and then the root will start to grow in 2 to 3 days. Water as necessary to keep the paper towel and seeds continually moist (please note, the viewers will not grow well outside because they will dry out too quickly). Seed germination can be impacted if the temperatures are too cold (if you are comfortable, most likely your seeds will be too). After the roots emerge, the stem and leaves will begin to appear. You can continue to grow your plant as long as you want for observation, however, generally seeds that have been sprouted this way do not transplant well out into the garden and they will not be able to go grow to maturity in the cup.</p> <p>You can use the leftover beans for another activity – seed mosaic pictures. You can draw a picture on a piece of paper using glue, then top with beans. This activity helps hone fine motor skills and can also help practice sorting and patterns.</p>
	 
Duration	To create: 15 min, 7 – 14 days for observation
Results/outputs	Understanding the process of plant growth, getting to know different parts of plants
Related to gardening activity	We advise you do this exercise prior or together with the planting beans activity. It will show how beans grow and what conditions the plant needs for successful growth.



Activity title	Growing gloves	
Learning area	Biology	
Description	With this activity you will be able to find answers to the questions such as: What do they think happens first when a seed germinates? What part of the plant will first appear? What part of the plant will appear last? How long do they think it will take to see the seed sprout? Which seeds germinate faster, big seeds or small seeds? This activity will show you the difference in growth among different plants before planting them.	
What you need	<ul style="list-style-type: none"> • transparent latex or plastic gloves • five different types of seeds – you can use five different herbs, for example, or compare the germination rates of large seeds (pumpkin, bean, squash) to small seeds (radish, tomato, pepper) • bowls or other open containers for seeds • cotton balls • a bowl filled with water • string 	
Instructions	<p>Begin by writing the name of a different seed on each finger and the thumb of the glove. Write these labels toward the top of the glove, so the writing does not cover the seeds. Next, dip a cotton ball into some water and squeeze it gently to remove excess water. Press the moist cotton ball into one of the containers of seeds. Slip the cotton ball into the correctly labeled finger carefully so the seeds don't dislodge. Do the same for each of the five seeds. For large seeds such as pea or pumpkin, place the seed in the middle of the cotton ball and fold the sides up around the seed to secure it in place. Seal the top of the glove with a twist tie or string.</p> <p>You should see the seeds begin to sprout within a week. There is no need to water the seeds. The cotton ball contains enough water to germinate the seeds. You can even experiment with where you place the gloves – is there a difference in the germination rate if the gloves are placed in a dark closet or on a bright windowsill? Ask those taking part to record their observations of the germination process in their journals. When the small sprouts have leaves, you can remove the tiny plant from the glove and plant it in a small pot with soil to keep the plant growing. Plant the cotton ball with the roots into the soil.</p>	
Duration	To create: 15 minutes, 7 – 14 days for observation	
Results/outputs	Participants will be able to observe and describe the process of seed germination and compare the germination process of different seeds. Understanding how plants grow, what conditions are needed for successful growth.	
Related to gardening activity	This activity can be used prior or together with the activity of actual planting . It relates to the activity of planting pumpkin, bean, tomato, etc. This way it will be easier for participants to understand how plants grow, why they need different conditions for successful growth.	

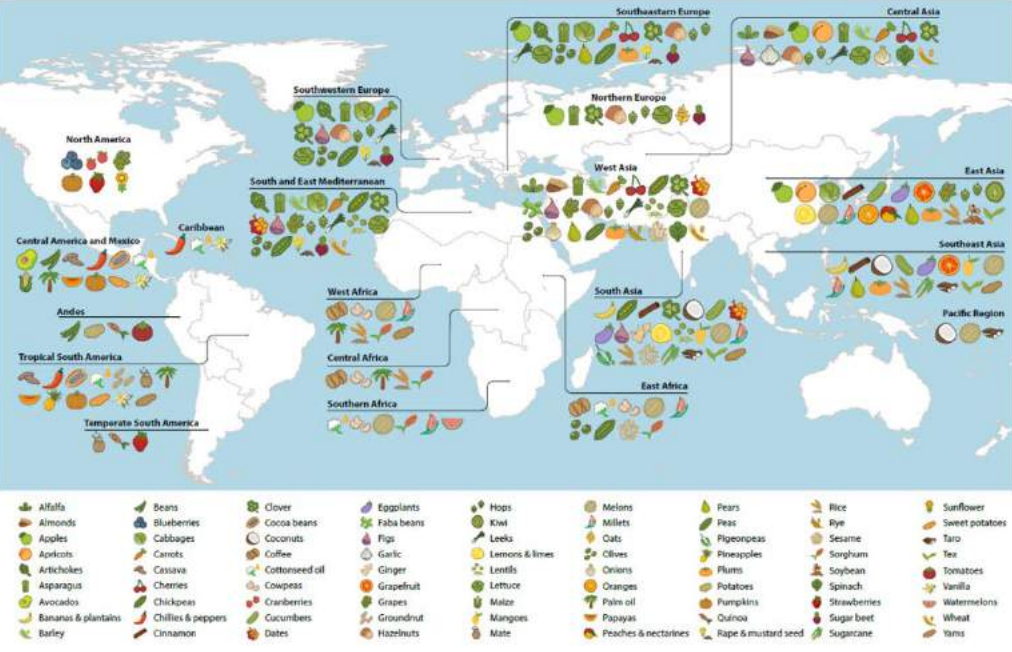
Activity title	Measure soil pH
Learning area	Chemistry
Description	Knowing your soil pH is the key to understanding if essential minerals will be available to the roots of your plants. You will also learn which soil "amendments" are best for your garden. Fungi are less likely to affect your plants if the soil is alkaline and dry enough (below pH 4.5, expect plenty of fungal issues). Soil is too acidic under pH 7 and too alkaline above pH 7. Most plants thrive in a slightly acidic soil (pH 5.5 to 7) so reaching a balance is important when growing produce. Testing your garden's soil pH is critical for the well-being of your plants in the long run.
What you need	<ul style="list-style-type: none"> • 1 cup of soil from your garden • white vinegar • distilled water • 2 cups • ½ cup baking soda
Instructions	<p>Collect 1 cup of soil from different parts of your garden and put 2 spoonful's into separate containers. Add 1/2 cup of white vinegar to the soil. If it fizzes, you have alkaline soil, with a pH between 7 and 8. If it doesn't fizz after adding vinegar, then add distilled water to the other container until 2 teaspoons of soil are muddy. Add 1/2 cup baking soda. If it fizzes you have acidic soil, most likely with a pH between 5 and 6.</p> 
Duration	15 minutes
Results/outputs	Learning about pH, introducing the pH scale used to specify how acidic or alkaline a water-based solution is.
Related to gardening activity	This activity can be used together with the activity Preparing soil . It will help understand that not all soil is suitable for successful growth and what should we pay attention to which soil types we plan to plant in.

Activity title	If the world was an apple
Learning area	Math, geography
Description	There are not unlimited areas where we can grow food. With this activity you can raise awareness how little land there is on earth for food production and why it is necessary to protect that land.
What you need	<ul style="list-style-type: none"> • one apple per participant • plastic knife
Instructions	<p>Explain that by using an apple, we will see how much of the earth's surface can actually be used for food production, and why it is everyone's responsibility to protect this soil wisely to make sure it is available to use in the future.</p> <p>1. Cut the apple into four equal parts. Three parts represent the area of earth that is covered by water. The fourth quarter represents the land.</p> <p>2. Cut the land quarter into four equal parts: $\frac{1}{4}$ represents deserts $\frac{1}{4}$ represents mountains $\frac{1}{4}$ represents land too cold to grow food $\frac{1}{4}$ represents land where man can live.</p> <p>3. Cut the section of land on which we live into quarters: $\frac{1}{4}$ is too wet for food production $\frac{1}{4}$ is too dry for food production $\frac{1}{4}$ is too rocky or steep for food production $\frac{1}{4}$ is available for food production</p> <p>4. Hold up the section the is available for food production The flesh of this piece of apple represents the land we have paved over or destroyed with toxic and nuclear water and salt.</p> <p>5. Peel this last piece of apple and hold up the peel: This small bit of peel represents the amount of land available to produce all the food that feeds the world!</p> <p>Class discussion: what does this activity tell us? Were you surprised by the results? Given the small piece of land on which we can grow food, what do you think we should do? Evaluation: participants can write a paragraph explaining the results of the activity and what people should do as a result.</p>
Duration	30 min
Results/outputs	Participants will be able to explain how little land there is on earth for food production and why it is necessary to protect that land
Related to gardening activity	This activity can be used together with the activity of growing apples. You can do this activity after harvesting the apples.



Activity title	Garden markers
Learning area	Literacy
Description	Garden markers will help you mark and identify plants in the garden or in containers.
What you need	<ul style="list-style-type: none"> • different materials from cardboard shapes, wooden sticks, rocks... • (water) colors or waterproof markers • list of plants you will have in the garden
Instructions	<p>You can make garden markers out of almost any kind of material you can find in nature. Below are some suggested ideas.</p> 
Duration	2 hours
Results/outputs	Making garden markers will help to improve vocabulary and spelling
Related to gardening activity	For planting all types of plants.

Activity title	My cookbook
Learning area	Literacy
Description	Create a cookbook where you can keep your cooking activities, write down thoughts, ideas, plans etc.
What you need	<ul style="list-style-type: none"> • A notebook • Colorful paper • Sizers • Glue • Old newspaper • Magazines • Markers • Stickers
Instructions	<p>Design your cookbook (you can follow the instructions from the activity My gardening journal). Prepare your cookbook - you will need the following information to write down a recipe:</p> <ul style="list-style-type: none"> • Dish name • Serves (for how many people) • Time to prepare the dish • Ingredients • Make sure you leave enough space for each category. You can add also other categories like my improvements, star rate, photo, etc.
	 
Duration	30 min
Results/outputs	Recipes promote recognition, language patterns, and sequencing. Participants can learn new vocabulary, ranging from kitchen tools and ingredients to cooking approaches and methods. Recipes encourage those following them to pay attention to directions – in both oral and written form.
Related to cooking activity	This activity can be used together with the activity Preparing a meal according to the recipe . Participants first gather the information about the recipe, write it down and according to the information gathered, prepare it themselves.

Activity title	Kitchen geography	
Learning area	Geography	
Description	Cooking can be a great way to present and get to know a new country.	
What you need	<ul style="list-style-type: none"> • Access to internet, geography books, map • Blank poster • Markers • Ingredients to prepare a typical dish of a chosen country 	
Instructions	<p>Choose a country and investigate what the typical dishes and ingredients of that country are. You can make a poster presentation about the country. Choose a dish and prepare it with the participants. Discuss with the participants what are the differences between different country's typical dishes and ingredients. Can we grow them in our garden as well?</p>  <p>Explore the origin of ingredients that we often use in the kitchen like potatoes, rice, tomato, etc.</p> <p>You can find a map with origin of plants at https://cgspace.cgiar.org/handle/10568/75665</p>	
Duration	60 min	
Results/outputs	Participant will learn about the origin of food, geography.	
Related to cooking activity	This activity can be used together with Preparing a meal according to the recipe.	

Activity title	Kitchen measurement tools
Learning area	Mathematics
Description	A recipe is a list of ingredients and instructions used to make food. Since a recipe explains how much of each ingredient to use, the cook must measure using measuring cups and spoons or scales. The kitchen has wonderful opportunities to help learn mathematical concepts such as fractions, estimation and measuring quantities.
What you need	<ul style="list-style-type: none"> Different measuring tools
Instructions	<p>Show the measuring tools and explain what we measure with them and how to determine the quantity or weight.</p> <p>Example: Tablespoons and teaspoons are used to measure small amounts of ingredients like salt, herbs, spices, baking powder and butter. Dry measuring cups are used to measure large amounts of dry ingredients like flour and sugar. Liquid measuring cups are usually used to measure larger amounts of wet ingredients like milk and oil.</p> <p>1/4 cup means one quarter of a cup so there are 4 in 1 cup 1/2 cup means one half of a cup so there are 2 in 1 cup 1/3 cup means one third of a cup so there are 3 in 1 cup</p> <p>What ingredients would you measure using a tablespoon or a teaspoon? Spices, herbs or seasoning, baking soda, baking powder, salt, etc. A dry measuring cup? Flour, sugar, cocoa powder, chocolate chips, walnuts, etc. A liquid measuring cup? Milk, water, oil or melted butter, tomato sauce, etc.</p>
Duration	45 min
Results/outputs	Participants learn the tools used in measuring liquids and ingredients for recipes by using tools such as teaspoons tablespoons and measuring cups as well as learning differences between different quantities specified.
Related to cooking activity	This activity can be used together with Getting acquainted with cooking utensils and appliances.

Activity title	Food budget, spending money
Learning area	Mathematics, learning how to spend/save money
Description	A budget is a plan for spending money. If you have limited financial resources, it is good to know how much money you want to spend for food each week. Try not to spend more than the amount that you have set in the budget.
What you need	<ul style="list-style-type: none"> • Food budget • Information on prices • Shopping list • Calculator
Instructions	<p>Activity 1 Each day we make choices based on what we value as important by assessing whether our time, energy, and money is worth it. The Bean game (https://financeintheclassroom.org/passport/downloads/bean_game.pdf) will help you discover what items you most want to spend money on and how your personal experiences and values affect your money management decisions.</p> <p>Use the sheet bellow. Give each participant 20 beans or coffee beans, small rocks.. The individual must decide how to spend their "income" based on life circumstances, values and goals. Each item has a set number of squares which indicates how many beans are needed to "pay" for that item.</p> <p>Activity 2 Discuss with the group their incomes (allowance, earnings etc), what do they spend it on, do they save money (for what)? Talk about establishing a food budget. How much you spend on food can depend on: - number of people eating - dietary needs - where you shop - personal tastes & preferences - meals away from home</p> <p>Talk about planning food purchases: - avoid impulse spending (spur of the moment purchases) - ads, specials, & menu ideas (look at sales for the week) - outline meals - ingredients (look at recipes to plan ahead) - shopping list (make one and stick to it as much as possible, be sure to leave money for unexpected items) - coupons (clip ahead of time)</p> <p>Discuss what is important when you go shopping: - Where to shop (the food store)? - Do prices compare? - While you shop do you pay attention that the food is locally produced, fresh, do you consider fair policies? - Why is it important to make a shopping list?</p> <p>Activity 3 Make meal plan for the day/week and based on that prepare a shopping list. Go through advertisements, search online or go to a supermarket and determine the price of the food on the shopping list. Discuss if the amount is it high or low. How could you save some money? (by changing the menu, using coupons, looking for discounts..?)</p>
Duration	30 min
Results/outputs	Improved mathematical skills (sum, subtraction), understanding and planning of a budget.
Related to cooking activity	This activity can be used together with the activity Going to the grocery store .

The bean game

Housing	
Living with family	No cost
Living with family, sharing costs of utilities	<input type="radio"/> <input type="radio"/>
Share an apartment or house with roommates	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Rent your own place	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Food	
Cook at home	<input type="radio"/> <input type="radio"/>
Occasional meals out	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Frequent meals away from home	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Clothing	
Wear present wardrobe	No cost
Shop at discount or secondhand stores	<input type="radio"/> <input type="radio"/>
Shop for new clothes	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Shop for designer clothes	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Transportation	
Walk or bike	No cost
Ride bus or train	<input type="radio"/>
Buy fuel for family car	<input type="radio"/> <input type="radio"/>
Buy a used car and fuel	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Buy a new car and fuel	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Free time	
Hiking, running, hanging out with friends, scrolling your phone	No cost
Streaming service for music, TV, movies	<input type="radio"/>
Going to the movies, gym membership, clubs or paid for hobbies	<input type="radio"/> <input type="radio"/>
Concerts, sporting events	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Big vacations	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Personal care	
Basic products: soap, shampoo, toothpaste, make-up, etc.	<input type="radio"/>
Occasional professional haircut, basic personal care products	<input type="radio"/> <input type="radio"/>
Regular hairstyling, nails, name brand personal care products	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Gifts	
Make your own	<input type="radio"/>
Purchase cards or small gifts occasionally	<input type="radio"/> <input type="radio"/>
Purchase gifts for family and friends frequently	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Communication	
No phone	No cost
Phone with limited data	<input type="radio"/>
Phone with unlimited data	<input type="radio"/> <input type="radio"/>
Wi-fi at you home	<input type="radio"/>

Savings	
Keep cash in a piggy bank at home	No cost
5 % of income	<input type="radio"/>
10 % of income	<input type="radio"/> <input type="radio"/>

Activity title	Food budget, spending money: Advanced activity
Learning area	Mathematics, learning how to spend/save money
Description	A budget is a plan for spending money. If you have limited financial resources, it is good to know how much money you want to spend for food each week. Try not to spend more than the amount that you have set in the budget.
What you need	<ul style="list-style-type: none"> • food budget • shopping list • information on prices • calculator
Instructions	<p>Set a weekly budget to spend on food (consider how much income you or your family has and how much costs you have). Decide on a weekly menu and write a shopping list of the ingredients you need to buy. Look on the internet, go through adverts or go to a supermarket and write down the prices of the items you wish to buy (or actually do your weekly shopping and buy everything you need). Calculate the sum of all the ingredients you bought and compare it to the budget you have set. Did you exceed the budget, or did you save money?</p> <p>Exercise:</p> <p>Mary's food budget is £50 per week. So far she has spent £31. Problem: How much does she have left for the rest of the week? Solution: subtract the amount spent from the total amount of the budget ($£50 - £31 = £19$).</p> <p>Tony planned to spend 100 € for food this week. On Monday he spent £22 and on Thursday he spent £52. How much money does he have left for the week? _____</p> <p>Family's food budget for the month is £300. The first week they spent £89, the second week they spent £103 and the third week they spent £50. How much did they spend? _____ How much do they have left for the last week? _____ .</p> <p>Karen has £200 to spend on food every two weeks. Last week Karen spent £121, 80 on food for her family. How much does she have left to spend? _____ .</p> <p>Mike and Laura try not to spend more than £150 per week on groceries (including going out to eat). Mike spent £84 on groceries and Laura spent £23. They both went out for lunch on Wednesday and spent £30. How much money do they have left for groceries or dining out? _____</p>
Duration	30 min
Results/outputs	Improved mathematical skills (sum, subtraction), understanding and planning of a budget.
Related to cooking activity	This activity can be used together with the activity Going to the grocery store .

Activity title	Bread making
Learning area	Chemistry, biology, literacy
Description	Investigate the process of making bread by first by reading a story about the bread-making process from field to plate. Next talk about the microbes - yeast needed to make bread.
What you need	<ul style="list-style-type: none"> • The story of 'The little red hen' available at http://www.gutenberg.org/files/18735/18735-h/18735-h.htm • Recipe for bread making • Yeast • Warm water with sugar
Instructions	<p>Activity 1: Read the story which illustrates the main aspects of the bread-making process from field to plate. After reading the story, ask the participants to write a short recap and illustrate and label each stage of the process in their cookbook.</p> <p>Activity 2: There are many microbes in the world around us, invisible to the naked eye. Like us, they are programmed to survive and reproduce; to do so they feed off natural sugars and proteins wherever they find them, and this process also causes them to decay. It's easy to observe microbes almost anywhere, for example you can leave plates of bread, cheese or fruit exposed to the air, in a safe place, and wait for a few days or weeks. What you will see is the result of the microbes in the air settling on the food and feeding off sugars and proteins available, eventually, developing fruiting bodies that we call mold.</p> <p>You can watch an example of microbes feeding, using baker's yeast – a cluster of yeast microbes that can be seen, smelt and felt. Mix a teaspoon of fresh or dried baker's yeast with about 100 ml warm water and sugar and leave it somewhere warm but ventilated. After a short time, you should be able to observe froth forming on the mixture and to detect a pungent smell. This effect is caused by the production of carbon dioxide and alcohol in a process known as fermentation.</p> <p>Cut open a loaf of bread or a roll and ask the participants to describe what they see. Hopefully they'll say that they see bubbles and that the bread looks like a sponge. Ask them if they can make a link between the bubbles they saw on the fermenting yeast and those in the bread. Encourage more questions:</p> <p>What happens to the bubbles on the fermenting yeast? (They eventually pop.) Why doesn't that happen to the bubbles in the bread? (Because they are 'inside' the bread.) What is it about the bread that keeps the bubbles in? (Flour mixed with water.)</p>
Duration	2 hours
Results/outputs	Improved literacy skills, getting the know the bread-making process, learning about chemistry reactions.
Related to cooking activity	This activity can be used together with the activity Getting acquainted with cooking methods.

Activity title	Bread making cont.
Learning area	Chemistry, biology, literacy
Description	Present different types of bread and test and observe in practice all that you have learned within activity 1 and 2.
What you need	<p>Ingredients and materials for one full-sized loaf or four large rolls (15 cm in diameter):</p> <ul style="list-style-type: none"> • 500 g strong white flour plus extra for dusting surfaces • 2 teaspoons of salt • 7 g dried yeast • 2 tablespoons of granulated sugar • 3 tablespoons of olive oil, plus extra for greasing the loaf tin • 300 ml warm water • Baking tray or loaf tin • Tea towel • Weighing scales • Large mixing bowl • Measuring jug • Cup • Teaspoon • Fork for mixing
Instructions	<p>Activity 3: Have different types of bread prepared. You may get whole meal, granary (with added bran and wheat germ), oatmeal, rye, soda and flat breads. Set up an observation and taste test. Ask the participants to suggest features for comparison such as what the bread looks like, its texture, the size of its holes / bubbles, its taste and whether they like or dislike it.</p> <p>If the bread is pre-packed, you can check the bag for information on its ingredients and how it was baked. Otherwise, you can find nutritional information about different types of bread on the Internet. If you have already covered the topic of healthy eating (Activity Nutrition review), the participants will understand the basics of the nutritional information chart on the bag. You could then discuss healthiness by looking at the nutritional information on each bag and ranking the breads in order of healthiness, deciding what it is about each type of bread that makes it healthy or unhealthy. Which has the highest amount of fiber, for example, or the lowest salt level?</p> <p>Activity 4: Making your own bread</p> <ol style="list-style-type: none"> 1. In the cup, dissolve the sugar in the water and sprinkle on the dried yeast, then whisk well with a fork. Leave in a warm place for half an hour. 2. When the yeast mixture is frothy, pour it bit by bit into a bowl containing the flour, olive oil and salt, and mix well. Stop adding the water when the dough forms a soft ball. 3. Take the dough out of the bowl and knead it on a floured surface until it is elastic and smooth. 4. Put the dough back in the bowl, cover loosely with a tea towel and place it in a warm location until it has doubled in size – approximately an hour. 5. Take the dough out of the bowl and knock the bubbles out of it by kneading it again. Shape it into the type of loaf you want and put it in a greased loaf tin or on a baking tray. Cover loosely with a tea towel and leave in a warm place until doubled in size (about 90 minutes). 6. Place the loaf carefully in an oven preheated to 220 °C and bake for 30 minutes or until it is brown on top and sounds hollow when tapped. Tip it onto a cooling rack and be patient!
Duration	2 hours
Results/outputs	Getting the know the bread-making process, learning about chemical reactions

Activity title	Opening a restaurant
Learning area	Entrepreneurship
Description	Pretending how to run a restaurant can be a great way to gain entrepreneurship and working skills.
What you need	<ul style="list-style-type: none"> • Poster • Markers • Old magazines, newspapers • Sizers • Glue • Paper • Pen
Instructions	<p>Activity 1: Use the following questions to spark a conversation with your group:</p> <ul style="list-style-type: none"> • Have you ever been to the restaurant? • Who did you go to the restaurant with? • What is your favorite restaurant? Why? • What do you like to eat most at the restaurant? • Is food served at a restaurant free? Who pays when you go to the restaurant? <p>Activity 2: Stimulation of a restaurant:</p> <ol style="list-style-type: none"> 1. Prepare the menu – write down the food you will serve and the prices. 2. Decide who will play which role in the restaurant (cook, waiter, dishwasher, guests – determine for how many people you have to prepare the food). 3. Write a shopping list with the ingredients you need to prepare what is on the menu and go to the supermarket to do the necessary shopping. 4. Prepare the setting – set the table, decorate, prepare the cash register. 5. Play out the roles. <p>After the discussion, prepare a poster presentation with the idea of what kind of restaurant you want to open. Decorate it with pictures that you can find in magazines, commercials, online etc. Consider these questions:</p> <ol style="list-style-type: none"> 1. What kind of food you want to serve? Italian – pizza, pasta / traditional Slovene food / fast food – burgers, hot dog / different kinds 2. Think of the name of the restaurant 3. What are the opening hours? 4. Which professions will be working at the restaurant, and what is each responsible for? 5. How many persons (number) will be working at the restaurant and how many guest can the restaurant receive? 6. How many tables and chairs you need? Draw a plan of how the inside of the restaurant would look like.
Duration	Activity 1: 2 hours Activity 2: 4 hours
Results/outputs	Participants will develop entrepreneurship and working skills, they will learn about different professions, how to deal with money, set the table.
Related to cooking activity	This activity can be used together with Safety and hygiene in the kitchen, going to the grocery store, preparing a meal according to the recipe, Setting the table and serving food

Activity title	Opening a restaurant: Advanced activity																									
Learning area	Entrepreneurship																									
Description	Pretending how to run a restaurant can be a great way to gain entrepreneurship and working skills.																									
What you need	<ul style="list-style-type: none"> • Paper • Pen 																									
Instructions	<p>Recipes usually tell you how many servings they make. But sometimes you will want to make a different number of servings. When that happens, you must adjust the amount of each ingredient in the recipe.</p> <p>Example 1: Let's say 22 people will be at the dinner party. Each person will eat on average 3 cookies. One batch of cookies is made up of 12 cookies. Problem: How many trays of cookies do you need to prepare? This is a two-step solution: Step 1: $22 \times 3 = 66$ They will need 66 cookies for everyone. Step 2: $66 \div 12$ cookies per batch = 5.5 Round to the nearest whole number 6 Answer: You need to prepare 6 batches of cookies for the dinner party.</p> <p>Here is the list of food for the dinner party (you can adjust the food list according to your wishes). Look at the quantities. Figure out how much you will need of each item:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Each person will eat</th> <th>For 22 People</th> <th>How many to buy/prepare</th> </tr> </thead> <tbody> <tr> <td>hot dogs (12 per package)</td> <td>3 cookies</td> <td></td> <td></td> </tr> <tr> <td>buns (8 per package)</td> <td>2 hot dogs</td> <td></td> <td></td> </tr> <tr> <td>juice boxes (6 per package)</td> <td>2 buns</td> <td></td> <td></td> </tr> <tr> <td>apples (10 per bag)</td> <td>1 juice box</td> <td></td> <td></td> </tr> <tr> <td>cookies (16 per tray)</td> <td>1 apple</td> <td></td> <td></td> </tr> </tbody> </table> <p>Example 2: Tom wants to double a recipe for his family gathering. Problem: A recipe calls for $2\frac{1}{2}$ cups of flour. Solution: $2 \times 2\frac{1}{2}$ First you must make an improper fraction. $2\frac{1}{2} = \frac{5}{2}$ Then multiply $\frac{2}{1} \times \frac{5}{2} = \frac{10}{2} = 5$ Tom will need 5 cups of flour to double the recipe.</p> <p>Example 3: Laura wants to half a recipe for his family. Problem: A recipe calls for $3\frac{1}{2}$ cups of flour. Solution: $3\frac{1}{2} \div 2$ First you must make an improper fraction. $3\frac{1}{2} = \frac{7}{2}$ Then invert the second term and then multiply. $\frac{7}{2} \div \frac{2}{1} = \frac{7}{2} \times \frac{1}{2} = \frac{7}{4} = 1\frac{3}{4}$ Laura will need $1\frac{3}{4}$ cups of flour.</p>			Each person will eat	For 22 People	How many to buy/prepare	hot dogs (12 per package)	3 cookies			buns (8 per package)	2 hot dogs			juice boxes (6 per package)	2 buns			apples (10 per bag)	1 juice box			cookies (16 per tray)	1 apple		
	Each person will eat	For 22 People	How many to buy/prepare																							
hot dogs (12 per package)	3 cookies																									
buns (8 per package)	2 hot dogs																									
juice boxes (6 per package)	2 buns																									
apples (10 per bag)	1 juice box																									
cookies (16 per tray)	1 apple																									
Duration	60 min																									
Results/outputs	Activity encourages development of mathematical skills – multiplication and division.																									

Part 1



Evaluation grids for determining the level of knowledge/competences prior and after the activity



5 EVALUATION GRIDS FOR DETERMINING THE LEVEL OF KNOWLEDGE/COMPETENCES PRIOR AND AFTER THE ACTIVITY

(please evaluate the performance of the AFMID with a mark from 1 to 3)

1 – the learner has a **low** level of the assessed skill

2 – the learner has a **medium** level of the assessed skill

3 - the learner has a **good** level of the assessed skill

“Not applicable” column: mark with an X when the specific skill will not be assessed for a specific AFMID

LEARNING BASIC SKILLS AND KNOWLEDGE WITH COOKING AND GARDENING ACTIVITIES

Skills/competences to be assessed	Description	Performance prior to activity (please mark from 1 to 3)	Performance after to activity (please mark from 1 to 3)	Not applicable (skill is not evaluable or assessable in the AFMID)
Process/cognitive				
Literacy	<i>Reading and writing skills like spelling, sentence structure, new vocabulary, better grammar, writing fluency, writing in content areas, communicate ideas through writing, developing written communication</i>			
Mathematical skills	<i>Adding, subtracting, fractions, multiplication, learning common units of measure and solving simple problems with measuring and scaling, understanding the distance, measure the perimeter, knowing how to measure liquids, dry ingredients, learn relationship between different qualities, budgeting and how to deal with money</i>			
Digital competence	<i>Learning how to look for certain information</i>			
Biology	<i>How to act environmentally friendly, understanding how plants grow, getting to know different parts of plants, learning about healthy lifestyle</i>			
Chemistry	<i>Chemical reactions, learning about pH scale, soil structure</i>			
Geography	<i>Learning about the origin of food</i>			
Using knowledge	<i>Heeding the goal of the task, inquires – asking for information or assistance, knowing when and how to stabilize, support and handle task objects</i>			
Adaptation	<i>Accommodates – modifies actions to overcome problems, adjusts the workspace to overcome problems, noticing and responding to nonverbal clues</i>			
Social skills				
Information exchange and communication	<i>Engage in conversation, eye contact, seeking clarification during task, sharing information, sustains for an appropriate duration, appropriateness, listening skills, able to make themselves understood, aphasia</i>			
Psychological / emotional skills				
Motivation				
Confidence	<i>Entrepreneurship competence, ability to take initiatives</i>			
Creativity				
Positive self-image				
Self-esteem				

THERAPEUTIC GARDENING

Skills/competences to be assessed	Description	Performance prior to activity (please mark from 1 to 3)	Performance after to activity (please mark from 1 to 3)	Not applicable (skill is not evaluable or assessable in the AFMID)
Motor / Physical				
Strength and effort	<i>Upper limb strength, maintaining a firm grip on the object</i>			
Mobility	<i>Reaching for objects – sitting or standing balance</i>			
Coordination	<i>Flow – smooth and fluid arm and hand movement</i>			
Energy	<i>Maintaining an even and appropriate pace during gardening tasks</i>			
Process / Cognitive				
Selecting choices/decision making	<i>Ability to select different choices options when requested, decision making skills, taking responsibility when required</i>			
Energy	<i>Maintaining focused attention throughout task</i>			
Using knowledge	<i>Heeding the goal of the task, inquires – asking for information or assistance, knowing when and how to stabilize, support and handle task objects</i>			
Temporal organization/time management	<i>Initiating actions or steps of task without hesitation, continuing action through to completion of task, logically sequencing the steps of the task, terminating actions or steps at the appropriate time</i>			
Awareness of oneself and one's body and sensory awareness	<i>Ability to feel one's body and oneself during the educational activities</i>			
Space and objects related to pre-gardening and gardening knowledge/skills	<i>Searching for and locating equipment and materials, gathering equipment and materials for the task, organizing equipment and materials in an orderly and logical fashion, restores – putting away equipment after use</i>			
Adaptation	<i>Accommodates – modifies actions to overcome problems, adjusts the workspace to overcome problems, noticing and responding to non-verbal clues</i>			
Social				
Information exchange and communication	<i>Engage in conversation, eye contact, seeking clarification during task, sharing information, sustains for an appropriate duration, appropriateness, listening skills, able to make themselves understood, aphasia</i>			
Relationships/interaction	<i>Respect towards others, co-operation, personal space, engages in task with others</i>			
Team working	<i>Ability to work in group and in coordination with other people, accepting support from others</i>			
Motivation				
Confidence				

Skills/competences to be assessed	Description	Performance prior to activity (please mark from 1 to 3)	Performance after to activity (please mark from 1 to 3)	Not applicable (skill is not evaluable or assessable in the AFMID)
Psychological / emotional skills				
Creativity				
Positive self-image				
Self-esteem				
Self-realization				

THERAPEUTIC COOKING

Skills/competences to be assessed	Description	Performance prior to activity (please mark from 1 to 3)	Performance after to activity (please mark from 1 to 3)	Not applicable (skill is not evaluable or assessable in the AFMID)
Motor / Physical				
Strength and effort	<i>Upper limb strength, maintaining a firm grip on the object</i>			
Mobility	<i>Reaching for objects – sitting or standing balance</i>			
Coordination	<i>Flow – smooth and fluid arm and hand movement</i>			
Energy	<i>Maintaining an even and appropriate pace during task, cutting, chopping, pouring and stirring</i>			
Process / Cognitive				
Selecting choices/decision making	<i>Ability to select different choices options when requested, decision making skills, taking responsibility when required</i>			
Energy	<i>Maintaining focused attention throughout task</i>			
Using knowledge	<i>Focusing on task goals, inquires – asking for information or assistance, knowing when and how to stabilize, support and handle task objects</i>			
Temporal organization/time management	<i>Initiating actions or steps of task without hesitation, continuing action through to completion of task, logically sequencing the steps of the task, terminating actions or steps at the appropriate time</i>			
Awareness of oneself and one's body and sensory awareness	<i>Ability to feel one's body and oneself during the educational activities</i>			
Space and objects related to pre-gardening and gardening knowledge/skills	<i>Searching for and locating equipment and materials, gathering equipment and materials for the task, organizing equipment and materials in an orderly and logical fashion, restores – putting away equipment after use</i>			
Adaptation	<i>Accommodates – modifies actions to overcome problems, adjusts the workspace to overcome problems, noticing and responding to non-verbal clues</i>			
Social				
Information exchange and communication	<i>Engage in conversation, eye contact, seeking clarification during task , sharing information, sustained for an appropriate duration, appropriateness, listening skills, able to make themselves understood, aphasia</i>			
Relationships/interaction	<i>Respect towards others, co-operation, personal space, engages in task with others</i>			
Team working	<i>Ability to work in group and in coordination with other people, accepting support from others</i>			
Psychological / emotional skills				
Motivation				

Skills/competences to be assessed	Description	Performance prior to activity (please mark from 1 to 3)	Performance after to activity (please mark from 1 to 3)	Not applicable (skill is not evaluable or assessable in the AFMID)
Confidence				
Creativity				
Positive self-image				
Self-esteem				
Self-realization				



PART 2 - EASY TO READ SECTION

This section includes materials in easy to read. These are for the learner (adult family member with intellectual disabilities) and will give:

- Basic information about the project
- Easy read instructions of each activity needed to successfully grow a particular plant. Many of these will overlap, meaning the learner will gain a firmer knowledge of gardening techniques without feeling overwhelmed by process.
- Some general instructions what to do before cooking and step by step cooking recipes for 17 different dishes.
- Evaluation form.

[INTRODUCTION](#)

[GARDENING](#)

[COOKING](#)

[EVALUATION FORM](#)

Part 2



Introduction

What is METURA project?

MeTURA – Back to the Roots

is a European project.

It wants to improve the lives of adults

with intellectual disabilities

by encouraging family therapeutic gardening

and family therapeutic cooking

as a way of supporting ongoing lifelong learning and independence.



The project is going on under the Erasmus+ programme.

It is funded by the European Union.



What do we want to achieve?

In the project we will develop toolkits and resources

to enable educators and families

to make the most of the lifelong learning opportunities

that both **therapeutic gardening** and **therapeutic cooking** can provide.

It will give insights into

the social and functional abilities acquired through these activities

and other therapeutic benefits related to them.

Activities in the METURA project

Studies, analysis and research

will provide the basis

for developing Family Education MeTURA learning tools.

Methodology of Family Training MeTURA

for families with adult family members with intellectual disabilities.

Andragogical material

for the implementation of the Family Education MeTURA.

Handbook,

Andragogic manual for the implementation of

Family Education "MeTURA - Back to the Roots".

Events in the METURA project

Four **national conferences** are scheduled for MeTURA project.

Three **festivals** are predicted within the MeTURA project.

Final Conference is predicted for the year 2021.

Training

3-day joint staff training will be organized at Thrive in London.

3-day joint staff training will be organized at Zveza Sožitje in Ljubljana

Project partners

Education Centre Geoss is

a non-profit adult education centre
founded and owned by the Municipality of Litija.



Thrive, The society for horticultural therapy

With 40 years of experience,
Thrive delivers expert training in horticulture.



The Creative Development Center

CSC Danilo Dolci is

a non-profit organization based in Palermo.



UOSIKAŽU is

a non-governmental, non-profit, voluntary,
charitable association.



Zveza Sožitje is

a Slovenian association
for persons with intellectual disabilities.
and their families.



Andragogical material

Andragogical material for the implementation of the Family Education MeTURA is an innovative teaching tool for educators and families who, within lifelong learning, also act as educators of adult family members with intellectual disabilities in the home environment.

The material is pioneering and urgently required by educators for the realization of the MeTURA Family Education with Learning Families and persons with intellectual disabilities.

In the andragogical material you can find **activities for learning basic skills and knowledge, therapeutic gardening activities, therapeutic cooking activities** and **evaluation forms**.

In the gardening part you can learn about different plants, how to grow them, and about different gardening activities.

In the cooking part you can learn what to do before cooking. You can use many recipes for cooking different meals

Part 2



Gardening

**In this booklet you can learn
about different plants
and how to grow them.**

We chose 16 plants,
and wrote the information you need
to grow these plants.

One of the plants we chose is
tomato.



You can find all the plants on the page 3 to 6.

**In this booklet you can also learn
about different gardening activities.**

You need to do different gardening activities
to make sure your plants grow.

One of the gardening activities is
preparing soil.



You can find gardening activities on the page 23 to 55.

How to use this booklet

First you choose the plant that you would like to grow.

Then you can read

- **about this plant**
- **where you can plant it**
- **growing instructions.**

Growing instructions will tell you which gardening activities you need to do for this plant to grow.

Then you need to read about the gardening activities you need for your plant to grow.

For each gardening activity we wrote

- **instructions**
- **and which tools you need for the gardening activity.**

If you would need more information, you can also look at Activities sheet for gardening in MeTURA project. The information there are not in easy-to-read language.

In this book you will learn how to plant

Herbs

PARSLEY

Can be grown: Indoors/Outdoors



THYME

Can be grown: Outdoors



BASIL

Can be grown: Indoors/Outdoors



OREGANO

Can be grown: Outdoors



Vegetables

GARLIC

Can be grown: Indoors/Outdoors



CUT AND COME AGAIN SALAD

Can be grown: Indoors/Outdoors



SALAD ONIONS

Can be grown: Indoors/Outdoors



TOMATO

Can be grown: Indoors/Outdoors



POTATO

Can be grown: Outdoors



FRENCH/GREEN BEANS

Can be grown: Outdoors



KALE

Can be grown: Outdoors
(good for winter)



CARROT

Can be grown: Outdoors



PUMPKIN

Can be grown: Outdoors



Fruits

STRAWBERRIES

Can be grown: Outdoors



APPLE

Can be grown: Outdoors
(Espalier in small garden)



FIG

Can be grown: Outdoors
(Espalier in small garden)



Here you will find information about a specific plant and how to grow the plant

<u>Parsley</u>	page 9
<u>Thyme</u>	page 10
<u>Basil</u>	page 11
<u>Oregano</u>	page 12
<u>Garlic</u>	page 13
<u>Cut and come again Salad</u>	page 14
<u>Spring onions</u>	page 15
<u>Tomato</u>	page 16
<u>French bean</u>	page 17
<u>Kale</u>	page 18
<u>Carrot</u>	page 19
<u>Pumpkin</u>	page 20
<u>Strawberry</u>	page 21
<u>Apple</u>	page 22
<u>Fig</u>	page 23

Parsley



Parsley is a good herb to have for cooking.
Chopped parsley adds lots of flavour to food.

In the garden parsley will attract wildlife to your garden.

Where to plant:

- Windowsill ✓
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on
- Harvesting

Plant Outdoors in late spring to early summer

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Thyme

Thyme is a Mediterranean herb.

It grows well in full sun.

It is great in lots of cooking.

In the garden thyme will attract wildlife to your garden.



Where to plant:

- Windowsill ✓
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on
- Harvesting

Plant Outdoors in spring or autumn

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Basil



Basil is an annual plant,
which means it will only live for one year.

Basil goes well with tomatoes
and can be ground up to make a delicious pesto.
Take off the tips of branches to keep basil plant bushy.

Where to plant:

- Windowsill ✓
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors through spring and summer

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on
- Harvesting

Plant Outdoors in summer

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Oregano

Oregano grows well in full sun.

Only water oregano a little bit in winter.

Oregano is in lots of Italian dishes including pizza and pasta.

Simply strip the leaves from the stalk and use for cooking.



Where to plant:

- Windowsill ✓
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on
- Harvesting

Plant Outdoors in early summer

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Garlic

Garlic is an easy to plant vegetable that needs to overwinter to produce a full bulb and can be harvested in summer.



Garlic can be used with pasta dishes and stews and is also good for your health.

Where to plant:

- Windowsill ✘
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors in autumn to mid-winter

- Preparing soil
- Planting garlic
- Watering outdoors
- Weeding
- Harvesting

Cut and come again Salad

Cutting leaves and letting them regrow means that more than one harvest is possible.

You can plant lots of different seeds and use the young leaves for making salads.

These include:

Beetroot, Coriander, Cress, Lettuce, Mustard, Parsley Radicchio and Spinach.



Where to plant:

- Windowsill ✓
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors all year round

- Seed sowing small
- Watering indoors
- Harvesting

Plant Outdoors in spring

- Preparing soil
- Sowing seeds in drills
- Watering outdoors
- Weeding
- Harvesting

Spring onions

In a deep enough pot, it should be possible to grow spring onions on a balcony.



You can also sow new rows every two weeks to make sure you have lots of onions to harvest.

You can eat the bulb raw and cook the stem.

Where to plant:

- Windowsill ✗
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors from early spring to mid-summer

- Preparing soil
- Sowing seeds in drills
- Watering outdoors
- Weeding
- Harvesting

Tomato

Tomatoes can come in a range of sizes, from small cherry tomatoes to large buffalo tomatoes.



Where to plant:

- Windowsill ✘
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on
- Harvesting

Plant Outdoors in late spring/ summer

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

French bean

Beans come in different sizes.

If you have little growing space, you can grow 'dwarf' beans on a balcony.



Where to plant:

- Windowsill ✘
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing large
- Watering indoors
- Potting on
- Harvesting

Plant Outdoors in late spring/ summer

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Kale

Kale is known as a 'winter vegetable' which means it carries on growing in the winter.



Kale is very good for your health and tastes great in a stir fry.

Where to plant:

- Windowsill ✘
- Balcony ✘
- Planter ✔
- Bed ✔

Growing Instructions:

Plant Indoors in early spring

- Seed sowing small
- Watering indoors
- Pricking out
- Potting on

Plant Outdoors in late spring

- Preparing soil
- Sowing seed in drills
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Carrot

Some carrots are smaller than others and they can come in different colours such as purple, red and yellow.



You can also grow carrots in a deep pot on your balcony.

And if you thin the seedlings carrots should be able to grow to a good size.

One of the most important things to remember is that carrots do not like being moved once planted.

Where to plant:

- Windowsill ✘
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors throughout spring

- Preparing soil
- Sowing seeds in drills
- Watering outdoors
- Weeding
- Harvesting

Pumpkin

Pumpkin is one of the largest vegetables, so make sure you have plenty of growing space.



You can use pumpkin when it is fully ripe to make soup or stew.

Carve it up to scare friends and family at Halloween.

Where to plant:

- Windowsill ✘
- Balcony ✘
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Indoors in early spring

- Seed sowing large
- Watering indoors
- Potting on

Plant Outdoors in late spring

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

FRUIT

Strawberry



Strawberries are a sweet fruit that grow well in most gardens.

Cover strawberries in netting to protect them from birds and squirrels.

You can place straw around them to stop them from rotting when wet.

Where to plant:

- Windowsill
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors in spring or autumn

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Apple

Apples are a great tasting fruit to have in the garden and will grow better in a bit of shade.



Trees will need pruning every year.

Thinning the bushel when fruits appear helps get bigger apples to enjoy.

Where to plant:

- Windowsill ✘
- Balcony ✘
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors from late autumn to early spring

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

Fig



Figs are Mediterranean fruit that prefer full sun.

In colder climates they can be planted next to a south facing wall and covered in winter to protect from frost.

Fruits appear in mid to late summer.

Where to plant:

- Windowsill ✘
- Balcony ✓
- Planter ✓
- Bed ✓

Growing Instructions:

Plant Outdoors in spring

- Preparing soil
- Planting out
- Watering outdoors
- Weeding
- Harvesting

GARDENING ACTIVITIES

Here you will find
information about
different gardening activities

You need to do
different gardening activities
to make sure
your plants grow

<u>Seed sowing small seeds</u>	page 26
<u>Seed sowing large seeds</u>	page 29
<u>Pricking out</u>	page 32
<u>Potting on</u>	page 35
<u>Weeding with hoe</u>	page 38
<u>Weeding with hand fork</u>	page 40
<u>Weeding with fork</u>	page 42
<u>Preparing soil</u>	page 44
<u>Seed sowing in drills</u>	page 47
<u>Planting out</u>	page 49
<u>Planting garlic</u>	page 52
<u>Planting potatoes</u>	page 54
<u>Watering indoors</u>	page 57
<u>Watering outdoors</u>	page 59

What to do before gardening



Put on boots or strong shoes if using sharp or heavy tools.



Put on gloves if using sharp or heavy tools.

What to do after gardening



Clean tools and put away.



Wash your hands.

Seed Sowing Small Seeds



Instructions



1. Mix the compost with a handful of perlite.



2. Overfill the seed tray with the compost/perlite mix.



3. Level off using the wooden tamper.



4. Use the tamper to gently flatten down the compost.



5. Sow seeds evenly over the top of the compost.



6. Lightly cover the seeds by sprinkling compost over them.



7. Write name of plant on the label and insert into seed tray.



8. Place seed tray in 1cm of water.



9. Remove once the seed tray is heavy and place in sunlight.

Seed sowing small seeds continued

Tools to use for this activity



small seeds



watering tray



seed tray



plant
labels/pencil



compost



sieve/colander



perlite



watering can



wooden
tamper



sowing grid
(optional)

Optional – if you want you can also use sowing grid.

Seed Sowing Large Seeds



Instructions



Fill pot with compost.



Gently tap pot to level compost.



Make hole in middle of compost.



Place seed in hole and cover.



5. Write name of plant on label and insert into pot.



6. Place pot in water tray and water from above.



7. Place pot in sunlight.

Seed sowing large seeds continued

Tools to use for this activity



large seeds



watering tray



9 cm pots



plant labels/pencil



compost



watering can



dibber

Pricking Out



Instructions




Fill pots with compost.




Tap pots gently so the compost is level.



Use dibber to make holes in the centre of pots.

4.  Use dibber or small spoon to remove seedlings from seed tray.

5.  Gently separate seedlings.

6.  Place seedling in plug tray or pot.

7.  Gently firm roots.

8.  Place in watering tray and water from above.

9.  Place pots in sunlight.

Pricking out continued

Tools to use for this activity



tray of
seedlings



dibber



pots



watering tray



plant
labels/pencil



watering can



compost

Potting On



Instructions



Put handful of compost in larger pot.



Put smaller pot into large pot. Check edges of both pots are level.



Fill gap between pots with compost.



4. Remove small pot from inside the large pot.



5. Gently remove plant from its pot.



6. Place plant in compost in a large pot.



7. Gently firm in roots.



8. Place label into larger pot.



9. Place pots in watering tray and water from above.



10. Place pots in sunlight.

Potting on continued

Tools to use for this activity



plants in pots



watering tray



same size pot



larger pot



plant labels/pencil



watering can



compost


Weeding with Hoe



Instructions

- 1. Hold hoe like a broom.

- 2. Put hoe on top of soil.

- 3. Push forward, cutting down small weeds.

Weeding with hoe continued

Tools to use for this activity



hoe



trugg/bucket

Weeding with Hand Fork



Instructions



1. Position kneeler and find comfortable position.



2. Place hand fork in ground next to weed.



3. Pull back handle of hand fork.



4. Take out weed.



5. Shake soil off weed roots.



6. Place weed in trugg/ bucket.

Tools to use for this activity



kneeler



trugg/bucket



hand fork

Weeding with Fork



Instructions



1. Place fork in ground next to weed.



2. Pull back handle of fork.



3. Take out weed.



4. Shake soil off weed roots.

Weeding with fork continued

5.  Place weed in trugg/ bucket.

6.  Rake over weeded area.

Tools to use for this activity



fork



trugg/bucket



rake



wheelbarrow
(optional)

Preparing Soil



Instructions



Weed over area.



Dig over using fork or spade.



Spread compost over area.



4. Rake to level soil and get rid of big lumps.



5. Gently walk over.



6. Rake over again.

Preparing soil continued

Tools to use for this activity



kneeler



spade



Trugg/ bucket



rake



wheelbarrow



compost



fork



hand fork



hoe

Seed Sowing in Drills



Instructions



1. Create line using gardening line.



2. Make shallow trench with hoe or trowel.




3. Place seeds in line along trench.



4. Lightly cover seeds with soil.

5.  Water in seeds.

6.  Label.

7.  Thin out seedlings if they are too close together.

Tools to use for this activity



suitable seeds



kneeler



gardening line



hoe



trowel



plant labels/
pencil




watering can

Planting Out



Instructions

-  1. Place out plants.


-  2. Press plant lightly into ground and remove.


-  3. Dig hole where marked.

4.  Check size of hole.

5.  Remove plant from pot.

6.  Place plant in hole.

7.  Firm in plant without damaging stem/trunk.

8.  Repeat process with other plants.

9.  Water plants.

Planting out continued

Tools to use for this activity



plants



spade



kneeler



fork



trowel



hand fork



wheelbarrow
(optional)



watering can



trugg/bucket

Planting Garlic



Instructions



Break bulb into cloves.




Create line using gardening line.



Place garlic 15cm apart.



Use dibber to create holes.

5.  Put garlic into ground root first leaving tip below the soil.

6.  Water garlic.

7.  Label row.

Tools to use for this activity



garlic bulb



dibber



plant labels/
pencil



kneeler



gardening line



watering can

Planting Potatoes



Instructions



Remove all but one node from each potato.



Place potatoes 35cm apart.



Dig hole 15cm deep.



4. Place potato in and cover.



5. Label



6. Wait for growth.



7. Place compost around stems.

Planting potatoes continued

Tools to use for this activity



potatoes



spade



kneeler



fork



trowel



hand fork



comopost



watering can



ruler

Watering Indoors



Instructions



Place plant in watering tray.



Fill watering tray using watering can.



Remove plant when it feels heavy to lift.

Watering indoors continued

Tools to use for this activity



plants



watering can



watering tray

Watering Outdoors



Instructions



Fill watering can from tap.



Water plants near roots.

Tools to use for this activity

Part 2



Cooking

What to do before cooking



Put on your apron.



Wash your hands.



Wash vegetables
and fruits.



When you cut with a knife,
cut on a board and cut
away from your hand.

Recipes



Strawberries with whipped cream

PAGE 5



Fruit salad

PAGE 7



Mixed salad

PAGE 9



Eggs with spring onions

PAGE 11



Crostoni with figs and ricotta

PAGE 13



Omelette with vegetables

PAGE 15



Roasted vegetables

PAGE 17



Vegetable & Chicken wraps

PAGE 19



Strawberry cake

PAGE 22



Pour Apple Pie

PAGE 25



Pumpkin soup

PAGE 28



Pumpkin Fritters

PAGE 30



Vegetable risotto

PAGE 33



Vegetable pizza

PAGE 35



Pasta with vegetables

PAGE 38



Kale & sausage stew

PAGE 41



Legume stew

PAGE 44

Strawberries with whipped cream



You will need:



500 g strawberries



500 ml heavy
whipping cream



powdered sugar

Cooking:

1. Cut the strawberries.
2. Pour heavy whipping cream into the mixing bowl.

Strawberries with whipped cream continued

3. Add powdered sugar if you want.
4. Mix the cream with a mixer until whipped cream is made.
5. Take a big cup.
Put strawberries in a cup.
Add whipped cream.
Add again more strawberries.
And more whipped cream.
Continue until the cup is full.
6. Serve strawberries with whipped cream in a cup and place on a table with a spoon and paper napkins.

Enjoy your meal.

Fruit salad



You will need:



200 g strawberries



2 apples



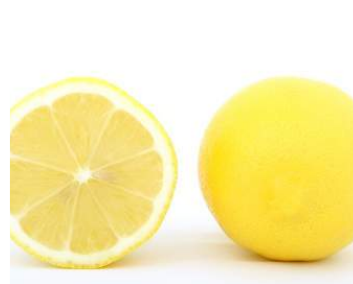
200 g raspberries



1 melon



1 watermelon



1 lemon

You can add other fruit if you like.

If you want
you can also add vanilla sugar, cinnamon sugar or brown sugar.

Fruit salad continued

Cooking:

1. Cut apples into cubes and place in a mixing bowl.
2. Peel and cut the melon and watermelon into cubes and place in a mixing bowl.
You do not have to use the whole melon and watermelon.
3. Cut the strawberries in half and place in a mixing bowl.
4. Put whole raspberries in a mixing bowl.
5. Cut the lemon and drain one half, add the lemon juice to the fruit in the mixing bowl.
6. If you want you can also add vanilla sugar, cinnamon sugar and brown sugar as desired.
7. Mix everything with a spoon.
8. Serve the fruit salad in small bowls and place on the table with cutlery and paper napkins.

Enjoy your meal.

Mixed salad



You will need:



2 tomatoes



1 cucumber



1 green pepper



1 red pepper



1 spring onion



parsley



200 g feta cheese



olive oil



vinegar



salt

Mixed salad continued

Cooking:

1. Cut the vegetables in small pieces and place in a mixing bowl.
2. Cut the cheese and place in a mixing bowl.
3. Add olive oil, vinegar and salt as desired.
4. Mix everything with a tablespoon.
5. Serve the mixed salad on plates and place on the table with cutlery and paper napkins.

Enjoy your meal.

Eggs with spring onions



You will need:



4 eggs



2 spring
onions



salt



olive oil

Cooking:

1. Chop the spring onions on a cutting board.
2. Break the eggs into a mixing bowl and add some salt.
3. Whisk the eggs.

Eggs with salad onions continued

4. Put 2 tbsp of olive oil in the pan.
5. Turn on the stove to a medium heat.
and place the pan on the stove.
6. When the oil heats up add the chopped spring onions.
7. Fry the spring onions in oil for 3-5 minutes,
stirring now and again with a wooden spoon.
8. Pour the eggs in with the spring onions and
mix lightly with a wooden spoon until the eggs are cooked.
9. Remove the pan from the stove
and turn off the stove.
10. Serve eggs with spring onions on plates
and place on a table with cutlery and paper napkins.

Enjoy your meal.

Crostini with figs and ricotta



You will need:



4 slices of
baguette



100 g ricotta



4 fresh figs



salt



black pepper



olive oil

Crostini with figs and ricotta continued

Cooking:

1. Cut the figs.
2. Drizzle the baguette slices with olive oil and place them on a sheet pan.
3. Turn the oven to 200 degrees Celsius.
4. When the oven heats up put the pan with the baguette slices in the oven and bake for 5-7 minutes until they become crispy.
5. Remove the pan from the oven using oven gloves (be careful because it is very hot) and turn off the oven.
6. Wait for the slices of baguette to cool down so you can hold them in your hands.
7. On top of the slice of baguette put ricotta and sliced figs. Add a bit of salt, ground black pepper and olive oil if you want.
8. Serve Crostini on plates and place on a table with paper napkins.

Omelette with vegetables

You will need:



4 eggs



1 spring onion



1 green pepper



1 tomato



1 cup mushrooms



parmesan



salt



black pepper



olive oil

If you want you can also use oregano, parsley, basil and thyme.



oregano



parsley



basil



thyme

Omelette with vegetables continued

Cooking:

1. Chop the vegetables and mushrooms.
2. Break the eggs into a mixing bowl.
Add half a tsp of salt and a pinch of ground black pepper.
Whisk the eggs.
3. Put 2 tbsp of olive oil in the pan.
4. Turn the stove to medium heat
and place the pan on the stove.
5. When the oil heats up
add the salad onion and pepper,
stir occasionally with a wooden spoon.
6. When the onion and pepper soften
add the tomato and mushrooms,
stir occasionally with a wooden spoon.
7. When the water from the vegetables evaporates
pour the eggs in the pan.
8. Add a pinch of oregano, parsley, basil and thyme if you want,
Let the omelette bake.
9. When the omelette is done
remove the pan from the stove and turn off the stove.
10. Sprinkle the omelette with grated parmesan.
11. Serve the omelette on plates
and place on the table with cutlery and paper napkins.

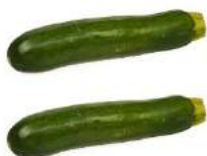
Roasted vegetables



You will need:



3 potatoes



2 courgettes



1 aubergine



3 tomatoes



3 green peppers



3 carrots



2 red onions



olive oil



salt



black pepper



paprika



balsamic vinegar

Roasted vegetables continued

Cooking:

1. Peel cucumbers, potatoes, carrots and onions.
2. Chop the vegetables and put them in a pan.
3. Add olive oil, salt, paprika and balsamic vinegar. Stir everything with a wooden spoon.
4. Turn on the oven to a temperature of 200 degrees Celsius.
5. When the oven heats up put the pan in the oven using oven gloves and roast for about 45 minutes.
6. Remove the pan from the oven using oven gloves (be careful because it is very hot).
7. Turn off the oven.
8. Serve the roasted vegetables on plates and place on the table with cutlery and paper napkins.

Enjoy your meal.

Vegetable & Chicken wraps

You will need:



1 pack of tortillas



400 g chicken breast



1 red onion



200 g cooked beans



100 g sweet corn



lettuce



1 red pepper



black pepper



paprika



salt



thyme



olive oil

Vegetable & Chicken wraps continued

Cooking:

1. Cut the chicken breast into cubes on one cutting board.
2. Wash your hands after touching meat.
3. On another board with another knife cut the onion and red pepper in small pieces.
4. Put 1 tbsp of olive oil in the pan.
5. Turn on the stove to medium heat and place the pan on the stove.
6. Put the onion in the pan and stir gently until the onion is soften.
7. Add chicken breasts and stir occasionally.
8. When the chicken breasts are fried, add the red pepper and a little water.
9. Open cans with beans and sweet corn.

Vegetable & Chicken wraps continued

10. When the pepper soften add the beans and corn in the pan, and then simmer, stirring gently.
11. Add salt, ground black pepper, paprika and thyme.
12. When the water evaporates,

remove the pan from the stove
and turn off the stove.

13. Heat the tortillas one by one in the microwave.

14. When one tortilla is heated, take it
and place a piece of lettuce on it.
Add chicken with vegetables,
and wrap the tortilla.

Do the same with all the the tortillas.

15. Serve Vegetable & Chicken wraps on plates
and place on a table with paper napkins.

Enjoy your meal.



Strawberry cake

You will need:



500 g
strawberries



250 g flour



1 tsp baking
powder



240 g sour
cream



120 ml
sunflower oil



salt



2 eggs



200 g sugar



powdered sugar



2 tsp vanilla
extract

Strawberry cake continued

Cooking:

1. Slice strawberries.
2. Put 250 g flour, 1 tsp of baking powder and a pinch of salt in one bowl and stir.
3. In another bowl break 2 eggs, add 200 g of sugar and 2 tsp of vanilla extract and mix with a mixer.
4. Add 240 g of sour cream and 120 ml of sunflower oil to the bowl with the eggs and mix again with a mixer.
5. In a bowl with eggs sift through a sieve half of the flour mixture and mix and then sift the other half of the flour mixture and mix again.
6. Put baking paper in the pan.
7. Pour half of the mix over the baking paper and smooth with a spoon.
8. Place half of the sliced strawberries on the biscuit.
9. Pour the other half of the mix and smooth with a spoon.
10. Place the other half of the sliced strawberries on the mix.
11. Turn the oven to 180 degrees Celsius.

Strawberry cake continued

12. When the oven heats up
put the pan in the oven using oven gloves
and bake for about 45 minutes.
13. When the cake is baked,
remove the pan from the oven using oven gloves (be careful because
it is very hot).
14. When the cake has cooled down,
take it out of the pan
and sprinkle with powdered sugar using sieve.
15. Cut the cake
and serve it on plates
and place it on the table with cutlery and paper napkins.

Enjoy your meal.



Pour Apple Pie

You will need:

For Dough ingredients:



2 cups flour



2 cups semolina



1 tsp baking powder



2 cups sugar



1 tsp vanilla extract

Ingredients for the filling:



1 kg apples



half a cup sugar



1 tsp cinnamon powder



1 tsp vanilla extract

Pour Apple Pie continued

And:



150 g butter

Cooking:

1. Peel the apples.
2. Grate apples in one bowl.
3. Add half a cup of sugar, 1 tsp vanilla extract and 1 tsp cinnamon powder to the apples and stir.
4. Put in another bowl 2 cups of flour, 2 cups of semolina, 2 cups of sugar, 1 tsp vanilla extract and 1 tsp baking powder and stir.
5. Using a ladle, divide the flour and semolina mixture into three equal parts in three bowls.
6. Coat the pan with 50 g of butter.
7. Pour the first part of the flour and semolina mixture on the bottom of the pan and distribute evenly.

Pour Apple Pie continued

8. Spread half of the apple mixture evenly.
9. Pour the second part of the flour and semolina mixture and distribute evenly.
10. Spread the other half of the apple mixture evenly.
11. Pour the third part of the mixture of flour and semolina and distribute evenly.
12. Cut the rest of butter into slices and arrange them on top of the pie .
13. Turn the oven to 180 degrees Celsius.
14. When the oven heats up put the pan in the oven using oven gloves and bake for about 45 minutes.
15. When the pie is baked, remove the pan from the oven using oven gloves (be careful because it is very hot).
16. When the pie cools, cut the cake and serve on plates and place on a table with cutlery and paper napkins.

Enjoy your meal.



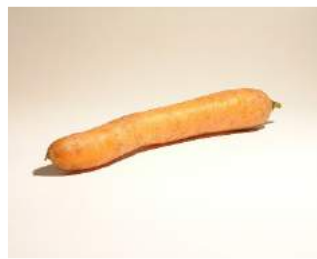
Pumpkin soup



You will need:



1 pumpkin



1 carrot



1 red onion



2 cloves garlic



2 tbsp olive oil



salt



black pepper



1 vegetable stock cube



1 litre water

Pumpkin soup continued

Cooking:

1. Peel and chop the onion and garlic.
2. Peel and slice the carrot.
3. Peel and cut the pumpkin into cubes.
4. Put 2 tbsp of olive oil in a pot.
5. When the oil heats up add onion and stir occasionally.
6. When the onion softens add garlic.
7. When the garlic releases its aroma add the carrot and stir occasionally.
8. Fry for a minute.
9. Add cut pumpkin, salt, ground black pepper, vegetable stock cube and stir.
10. Add 1 liter of water.
11. Close the lid and cook over medium heat until the pumpkin is soft.
12. Remove the pot from the stove and turn off the stove.
13. Puree with a immersion blender until is completely smooth.
14. Serve pumpkin soup in plates and place on a table with cutlery and paper napkins.

Pumpkin Fritters



You will need:



400 g
pumpkin



2 eggs



1 red onion



100 g bacon



100 g flour



150 ml
vegetable oil



1 bunch of
parsley



60 g grated
parmesan



half tsp thyme



half tsp salt



sour cream

Pumpkin fritters continued

Cooking:

1. Slice parsley and thyme.
2. Peel a pumpkin and cut it in bigger pieces.
Grate the pumpkin in a bowl,
add half tbsp of salt and stir.
3. Peel and chop the onion.
4. Cut the bacon into small cubes.
5. Put 2 tbsp of oil in a pan.
6. Turn on the stove to medium heat
and place the pan on the stove.
7. When the oil heats up,
add bacon
and fry for about 1 minute.
8. Add chopped onion
and fry for about 2 to 3 minutes.
9. Remove the pan from the stove
and turn off the stove.
Let the onion and bacon cool down.
10. Take another bowl,
break the eggs
and whisk them.
11. In a bowl where you have grated pumpkin
add 2 eggs, 100 g of flour, onion and bacon, parsley and thyme
and mix everything well with a spoon.

Pumpkin fritters continued

12. Take another pan and pour enough oil for deep frying.
13. Turn the stove to medium heat and place the pan on the stove.
14. Take out of the bowl for one spoon of pumpkin mixture and shape the fritters with hands and place them on hot oil (be careful because it is very hot).
15. Fry the fritters for 3 to 4 minutes on each side.
16. Take a plate and put a paper napkin on it.
17. When the fritters are done, take them out of the oil with a spatula and place them on a plate with the paper napkin. The paper napkin will absorb the excess oil.
18. Turn off the stove. and remove the pan from the stove
19. Serve fritters on plates with sour cream and place on a table with cutlery and paper napkins.

Enjoy your meal.

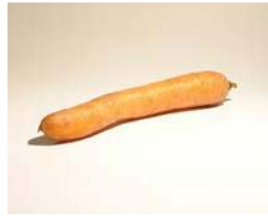
Vegetable risotto



You will need:



1 cup rice



1 carrot



1 red onion



1 cup tomato
souce



1 green
pepper



1 tbsp
parmesan



1 bunch of
parsley



2 cloves of
garlic



half tsp
oregano



olive oil



salt



half tsp black
pepper

Vegetable risotto continued

Cooking:

1. Wash the rice in a strainer under cold running water.
2. Peel and chop the green pepper, carrot, onion, garlic and parsley.
3. Put 2 tbsp of olive oil in the pot.
4. Turn on the stove to medium heat and put the pot on the stove.
5. When the oil heats up add the onion and garlic and fry for about 1 minute.
6. Add green pepper and half of the chopped parsley. Cook for a few minutes.
7. Add 1 cup of rice, 1 cup of tomato sauce, salt, ground black pepper and oregano in the pot.
Pour half a liter of water and stir.
8. Cook for about 15 minutes.
Make sure the rice does not overcook.
9. Towards the end of the cooking add the rest of the parsley.
10. When the risotto is cooked
turn off the stove
and remove the pot.
11. Serve the risotto on plates
and sprinkle with grated parmesan if you want.
12. Serve the vegetable risotto on plates
and place on the table with cutlery and paper napkins.

Vegetable pizza

You will need:

For Dough ingredients:



2 cups flour



half a cup
warm water



1 tsp sugar



1 tsp dry yeast



2 tbsp olive oil



salt



water

Ingredients for the filling:



1 cup
mushrooms



1 green
pepper



1 red onion



½ cup black
olives



3 tbsp
tomato sauce



1 tsp oregano



100 g mozzarella
cheese

Vegetable pizza continued

Cooking:

1. Put half a cup of warm water, 1 tsp of sugar and 1 tsp of dry yeast in a bowl and mix well.
2. Wait for 15 minutes so yeast activates.
3. Add 2 cups flour, a pinch of salt, 2 tbsp of olive oil and mix well.
4. Add half a cup of water and knead well until dough is soft.
5. Cover dough with a tea towel and keep aside for 2 hours.
6. Slice mushrooms, green pepper, onion and black olives.
7. When dough doubles in size punch and knead the dough making a ball, and put it on dusted baking plate. Stretch and flatten the dough and create dent.



Vegetable pizza continued

8. Put 3 tbsp of tomato sauce on the dough.
9. Add onion, mushrooms, green pepper, olives and at the end mozzarella cheese and oregano.
10. Turn on the oven to 200 degrees Celsius.
11. When the oven heats up put the baking plate in the oven using oven gloves and bake for about 15 minutes.
12. When the pizza is baked, remove the baking plate from the oven using oven gloves (be careful because it is very hot).
13. Cut the pizza.
Serve it on plates
and place on a table with cutlery and paper napkins.

Enjoy your meal.



Pasta with vegetables

You will need:



500 g pasta



2 tomatoes



2 carrots



1 red onion



2 cloves garlic



200 g broccoli



200 g
cauliflower



200 g peas



1 tsp basil



half a tsp
oregano



2 tsp paprika



half a tsp
black pepper



salt



olive oil



parmesan

Pasta with vegetables continued

Cooking:

1. Peel onion, garlic and carrots.
2. Slice carrots, onion, garlic, broccoli and cauliflower.
3. Put water in the pot.
4. Turn on the stove to medium heat and place the pot on the stove.
5. When the water boils, put carrots, broccoli, tomatoes, peas And cauliflower in the pot.
Cook for about 5 minutes.
6. Remove the pot from the stove and turn off the stove.
7. Drain the boiled vegetables.

Take the boiled tomatoes.
Remove the skin from the tomatoes and chop them.
8. Put 2 tbsp of olive oil in the pan.
9. Turn on the stove to medium heat and place the pan on the stove.
10. When the oil heats up add the onion.
After the onion is lightly fried add the garlic.
When the garlic releases an aroma, add the cooked vegetables.
Add water as necessary.

Pasta with vegetables continued

11. Add salt, black pepper and paprika, basil and oregano.
Cook everything,
and stir.
12. Remove the pan from the stove
and turn off the stove.
13. Take a new pot.
Put water in the pot.
Add 1 tbsp of salt.
14. Turn on the stove to medium heat
and place the pot on the stove.
15. When the water boils
add 500 g of pasta.
The water needs to cover all the pasta.
16. When the pasta is cooked
remove the pot from the stove
and turn off the stove.
17. Drain the pasta
and place it in a mixing bowl.
18. Pour the pasta with the vegetables
and stir everything
Sprinkle the pasta with grated parmesan.
19. Serve pasta with vegetables on plates
and place on the table with cutlery and paper napkins.

Enjoy your meal.

Kale & sausage stew

You will need:



1 kale



half a celery root



2 carrots



1 red onion



3 cloves of garlic



2 potatoes



1 tbsp flour



100 g bacon



4 sausages



salt



1 tsp paprika



black pepper



sunflower oil

Kale & sausage stew continued

Cooking:

1. Slice the kale.
2. Peel the carrots and celery and cut them into small cubes.
3. Peel onion and garlic and chop them.
4. Peel the potatoes and cut them into cubes.
5. Cut the bacon into small cubes.
6. Put water in pot and add salt.
7. Turn on the stove to medium heat and place the pot on the stove.
8. When the water boils add the kale to blanch for 10 minutes.
9. When the kale is blanched turn off the stove and remove the pot.
10. Put 2 tbsp of oil and bacon in another pot.
11. Turn on the stove to medium heat and put the pot on the stove.

Kale & sausage stew continued

12. Fry the bacon for about 1 minute.
Add the chopped onion and a pinch of salt.
Fry for 2 to 3 minutes,
stirring now and again with a wooden spoon.
13. Add carrots and celery.
Simmer for about 10 minutes.
14. Add potatoes, garlic, 1 tsp of paprika and 1 tbsp of flour.
Add cold water and stir.
Cook for about 10 minutes.
15. Add kale and sausages
and add some water in which the kale has been blanched.
16. Add black pepper.
Cook for another 10 minutes.
17. When the stew is ready,
remove the pot from the stove
and turn off the stove.
18. Serve kale stew with sausages on plates
and place on the table with cutlery and paper napkins.

Enjoy your meal.



Legume stew

You will need:



500 g green beans



500 g pork



2 carrots



1 red onion



1 red horn pepper



1 parsley root



½ celery root



2 cloves of garlic



2 potatoes



salt



1 tsp paprika



black pepper



sunflower oil



bay leaf

Legume stew continued

Cooking:

1. Cut the pork into cubes on a cutting board.
Put it in a bowl.
Add 1 tsp of salt
and stir.
2. Wash your hands again
and remove the cutting board.
3. Clean the beans
and put them in a bowl of water.
4. Peel and and chop the onion and garlic.
5. Peel carrots, celery, potatoes, parsley and pepper
and cut them into cubes.
6. Put 2 tbsp of oil in the pot.
7. Turn on the stove to medium heat
and put the pot on the stove .
8. When the oil heats up
add the onion.
9. When the onion is lightly fried,
add the carrots, celery, garlic, pepper and parsley root
and fry for about 10 minutes,
pour water if needed to keep vegetables from burning.

Legume stew continued

10. Add the pork and bay leaf and simmer for 15 minutes,

add water as necessary.

11. Add 1 tsp paprika, beans and potatoes.
12. Add salt and ground black pepper.
Add 1 litre of water.
13. Cook for about 20 minutes.
14. When the stew is ready,
remove the pot from the stove
and turn off the stove.
15. Serve the stew on plates
and place on the table with cutlery and paper napkins.

Enjoy your meal.



Part 2



Evaluation form

EVALUATION FORM

Put where is correct

I am writing this myself.

I am writing this with a help of another person.


Which activity did you do?


gardening

cooking

How did you like the activity?

not satisfied 

moderately satisfied 

very satisfied 

Please explain:

What did you do in the activity?

What did you learn?

What did you like the best?

What else would you like to say?

Thank you for your answers.



Coordinator

Educational center Geoss / **Slovenia**

www.ic-geoss.si



Zveza Sožitje / **Slovenia**

www.zveza-sozitie.si



thrive / **UK**

www.thrive.org.uk



Centro per lo Sviluppo Creativo

Daniilo Dolci / **Italy**

www.danilodolci.org



UOSIKAŽU / **Croatia**

www.uosikazu.hr



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.