

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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## **SET OF ASSIGNMENTS FOR 15 TOPIC SESSION PLANS**

NO LEFTOVER NORDIC/BALTIC  
CULINARY ARTS: DIGITAL COURSE  
WITH TRAINING MATERIALS AND TOOLS  
FOR ADULT EDUCATORS



## SET OF 15 ASSIGNMENTS FOR NO LEFTOVER NORDIC/BALTIC CULINARY ARTS

### Abstract

**“Set of 15 Assignments for NO LEFTOVER Nordic/Baltic Culinary Arts”** including Denmark, Estonia, Iceland, Latvia, Lithuania with the focus on “use local” and relation to sustainability. This comprehensive layout ensures that each topic is thoroughly covered, with clear objectives and practical outcomes to help participants integrate no leftover principles into their professional culinary practices.

**Nordic/Baltic Value:** Nordic/Baltic cuisine has very old interesting history, traditions, recipes, methods. Nowadays Culinary Arts involve old traditions, sustainability aspects such as keeping cultural heritage and using local products, integration of the modern technologies, innovations and digitalisation, avoiding and minimising waste.

We intend to strengthen the ideology of NO LEFTOVER not only at household and amateur level, but also at professional level within the adult educational programmes. The project partners will demonstrate the approaches to integrate the classy and modern traditional Nordic/Baltic culinary arts with mastery of NO LEFTOVER at all levels of culinary arts in a detailed, creative, informative and inspirational way.




Reference: Zvereva, O. et al (2024). “Set of Session Plans” for NO LEFTOVER Nordic/Baltic Culinary Arts” . Nordplus Adult. NO LEFTOVER Nordic/Baltic Culinary Arts: digital course with training materials and tools for adult educators. Project ID: NPAD-2022/10049. ISBN Code: 978-9934-643-05-7 Website: [www.no-leftover-nordic-baltic-culinary-arts.com](http://www.no-leftover-nordic-baltic-culinary-arts.com)



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# 100% NO LEFTOVER



## Description of the Project

'The aim of the project "NO LEFTOVER Nordic/Baltic Culinary Arts: Digital Course with Training Materials and Tools for Adult Educators", No. NPAD-2022/10049, is to enhance teaching methods of adult educators in Culinary Arts focusing on Nordic/Baltic traditional and contemporary cuisine with approach of NO LEFTOVERS at different stages including planning ingredients and portions, cooking, serving, selling, marketing the dishes and cuisine concepts, finding reasonable consumption ways for leftovers, responsible handling of final stage waste.

### **Nordic/Baltic added value**

The Culinary Arts, and specifically Nordic/Baltic cuisine, has very old interesting history, traditions, recipes, methods, and the contemporary Culinary Arts involve these old traditions, sustainability aspects such as keeping cultural heritage and using local products, integration of the modern and traditional preservation and no leftover techniques, innovations and digitalisation.

**Project ID: NPAD-2022/10049**  
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## Project Partners

COUNTRY	PARTNER NAME	WEBSITE
LATVIA	"HOTEL SCHOOL" Viesnīcu biznesa koledža	<a href="http://www.hotelschool.lv">www.hotelschool.lv</a>
LITHUANIA	Vilniaus kolegija	<a href="http://www.viko.lt">www.viko.lt</a>
ESTONIA	MITRA	<a href="http://www.mitra.ee">www.mitra.ee</a>
ICELAND	STEP BY STEP CONSULTING	<a href="http://www.sfsradgjof.is">www.sfsradgjof.is</a>
DENMARK	Com&Train	<a href="http://www.comtrain.dk">www.comtrain.dk</a>

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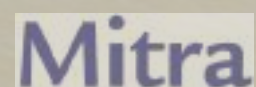
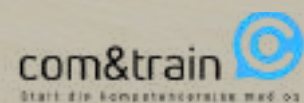
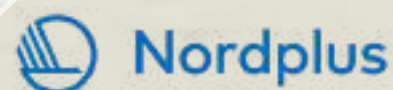


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# SET OF 15 ASSIGNMENTS PLANS FOR NO LEFTOVER NORDIC/BALTIC CULINARY ARTS



**TOPIC 1: NO LEFTOVER NORDIC AND BALTIC  
TRADITIONAL RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**



**TOPIC 2: NO LEFTOVER NORDIC AND BALTIC  
CONTEMPORARY RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**



**TOPIC 3: NO LEFTOVER NORDIC AND BALTIC  
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DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**



**TOPIC 4: NO LEFTOVER COOKING**



**TOPIC 5: NO LEFTOVER SERVING**



**TOPIC 6: NO LEFTOVER MARKETING**



**TOPIC 7: NO LEFTOVER SELLING**



**TOPIC 8: NO LEFTOVER PLANNING**



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# SET OF 15 ASSIGNMENTS FOR NO LEFTOVER NORDIC/BALTIC CULINARY ARTS



## TOPIC 10: NO LEFTOVER STORING



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## TOPIC 13: CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN CULINARY ARTS



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## TOPIC 15: HEALTH ASPECTS IN NO LEFTOVER CULINARY ARTS





# STRUCTURE OF EACH ASSIGNMENT

**Timing (approximate) for the Stage/ Purpose  
for the total optional ASSIGNMENT / session time 90 minutes:**

- 5 minutes: **Introduction to the Topic**
- 5 minutes: **Understanding the Topic**
- 30 minutes: **Understanding the topic in theory and practice**
- 10 minutes: **Development of the Topic**
- 15 minutes: **Value creation**
- 15 minutes: **Value creation + testing the learning outcome**
- 5 minutes: **Individual Feedback and Evaluation**
- 5 minutes: **Conclusion and closing the unit and short introduction of the next unit.**

Each stages includes :

- 1) Learning Activity / Task
- 2) Methods of Assessment for Learning
- 3) Resources

Please review the assignment for each of the topics in a digital brochure "Assignments for NO LEFTOVER Nordic/Baltic Culinary Arts. (FOR EDUCATORS - you can review also the digital brochure with the session plans linked to these assignments with timing and other details for educator side.

Timing can be extended and shortened depending on the session necessity.

You can use these materials for the formal education and apply a detailed research, analysis and practice. Also you can use these materials for fragmental seminars, master-classes, amateur meetings, social events.

You can complete your assignment and base your learning session on the materials that we have developed - 8 brochures and 16 videos with the digital course, also you can involve deeper applied and scientific research.

This outline provides a structured approach for your "No Leftover" culinary training program, with a strong focus on practical learning and continuous assessment. Each topic is designed to engage participants through interactive activities, ensuring they can apply the concepts in real-world culinary settings.



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# TOPIC 1

## ASSIGNMENT

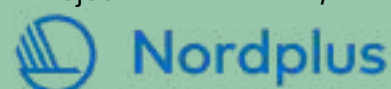
# NO LEFTOVER TRADITIONAL RECIPES

## NORDIC & BALTIC CULINARY ARTS



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**TOPIC 1**  
**ASSIGNMENT**

# **NO LEFTOVER TRADITIONAL RECIPES**

## **NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

Optional Length: 90 MINUTES

**Overview:**

This session explores traditional no leftover recipes from Denmark, Estonia, Iceland, Latvia, and Lithuania, focusing on preserving culinary heritage while minimizing waste. Participants will engage in hands-on preparation, learn about regional techniques, and create creative variations of these recipes. Through collaborative discussions and tasting sessions, they will understand the cultural significance and practical applications of these dishes in a sustainable kitchen environment.

**Agenda:**

- Introduction to Traditional No Leftover Recipes (5 min)
- Exploring Regional Recipes and Techniques (5 min)
- Hands-on Preparation of Traditional Recipes (30 min)
- Development of Creative Variations (10 min)
- Group Discussion: Value of Preserving Culinary Heritage (15 min)
- Presentation and Tasting Session (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will gain expertise in preparing traditional no leftover recipes from Denmark, Estonia, Iceland, Latvia, and Lithuania, preserving cultural culinary practices while minimizing food waste.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Brief overview of traditional recipes from the specified countries that historically minimized waste. Discuss how these recipes can inspire modern no-leftover culinary practices.	Infographics or slides, videos and brochure with images and descriptions of traditional recipes.





**TOPIC 1  
ASSIGNMENT**

# **NO LEFTOVER TRADITIONAL RECIPES**

## **NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

### **STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss common themes across these countries' traditional recipes, focusing on their no-waste principles.	Recipe book and videos excerpts or cultural notes on traditional culinary practices.

### **STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Group discussion on adapting these traditional recipes to modern cooking. Practical demonstration of one or two recipes.	Ingredients and cooking equipment for the demonstration.

### **STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Brainstorm on how to incorporate these traditional recipes into modern meal planning.	Infographics or slides, videos and brochure with images and descriptions of traditional recipes.



**TOPIC 1  
ASSIGNMENT**

# NO LEFTOVER TRADITIONAL RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Create a meal plan incorporating these traditional no-leftover recipes.	Meal planning templates.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Test the meal plans through simulation or cooking demonstration.	Cooking facilities or simulation tools.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the practical application of the traditional recipes.	Feedback forms.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session and introduce the next topic.	Summary slide or page from the brochure and assignments





**TOPIC 1**  
**ASSIGNMENT**

# NO LEFTOVER TRADITIONAL RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**QUESTIONS ON THE TOPIC:**

**NO LEFTOVER NORDIC AND BALTIC TRADITIONAL RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**

1. What are some of the most iconic traditional dishes from Denmark?
2. How does Estonian cuisine reflect its history and cultural influences?
3. What ingredients are commonly used in traditional Icelandic dishes?
4. How do Latvian traditional recipes incorporate seasonal ingredients?
5. What role do dairy products play in Lithuanian traditional cuisine?
6. How is fish traditionally prepared and served in Icelandic cuisine?
7. What are some traditional Danish desserts, and what occasions are they associated with?
8. How do Estonian traditional recipes utilize wild berries and mushrooms?
9. What are some Latvian bread varieties, and how are they traditionally baked?
10. How is meat typically prepared in Lithuanian traditional recipes?
11. What are the traditional cooking methods used in Denmark, and how do they differ from those in the other Baltic countries?
12. How has the use of rye influenced traditional recipes across these five countries?
13. What are the typical spices and herbs used in traditional Estonian cooking?
14. How do Icelandic traditional recipes reflect the country's geographic isolation?
15. What are the key differences and similarities between Latvian and Lithuanian traditional recipes?

**Comment:** these questions are provided in the set of session plans on the same topic.

**Recommendation:** You can always change the details of the questions: countries, type, etc;



## TOPIC 1 ASSIGNMENT

# NO LEFTOVER TRADITIONAL RECIPES

## NORDIC & BALTIC CULINARY ARTS

Denmark, Estonia, Iceland, Latvia, Lithuania

### RESOURCES ON THE TOPIC:

#### NO LEFTOVER NORDIC AND BALTIC TRADITIONAL RECIPES: DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA

#### HISTORY AND EVOLUTION OF NORDIC/BALTIC CUISINE:

**Nordic Council of Ministers, Nordic Council of Ministers Secretariat .(2015).** The emergence of a new nordic food culture: Final report from the program New Nordic Food II, 2010–2014 Available at <https://norden.diva-portal.org/smash/record.jsf?pid=diva2%3A854695&dswid=-6404>  
Detailed exploration of the New Nordic Food movement and its cultural impact.

**Nordic Council of Ministers, Nordic Council of Ministers Secretariat .(n/d).** The emergence of a new nordic food culture. Available at <https://www.norden.org/en/news/emergence-new-nordic-food-culture>

**Nordics.com. (2108).** "History of Nordic Cuisine". Available at <https://www.nordics.com/2018/08/11/history-of-nordic-cuisine/>  
Overview of the historical influences and the evolution of Nordic cuisine, emphasizing the continuity from Viking to modern times.

**The Culinary Pro. (n/d).** "Nordic and Scandinavian Cuisines". Available at <https://www.theculinarypro.com/nordic-and-scandinavian-cuisines>  
Overview of traditional and modern Scandinavian cuisines, highlighting key ingredients and cooking methods.

#### TRADITIONAL NORDIC AND BALTIC RECIPES: DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA:

Firstly, please review our designed brochures and videos on the traditional and contemporary recipes, preservation techniques and other.

**Baltic Sea Cuisine. (n/d).** Available here <https://balticseaculinary.com/baltic-sea-cuisine>

Description and collected recipes of all 3 Baltic countries and other Scandinavian countries.

**Icelandic Food. (n/d).** "Icelandic Food: Tradition and Regional Dishes". Available at <https://icelandicfood.is/>

A focus on traditional Icelandic dishes. [Icelandic Food](https://icelandicfood.is/)

**Lotuvos nacionalinis kultūros centras. (n/d).** "Lithuanian Traditional Foods". Available at [http://www.lnkc.lt/eknygos/eka/food/intro\\_food.html](http://www.lnkc.lt/eknygos/eka/food/intro_food.html)

A collection of traditional Lithuanian recipes and their historical context.





**TOPIC 1**  
**ASSIGNMENT**

# NO LEFTOVER TRADITIONAL RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**RESOURCES ON THE TOPIC:**

**NO LEFTOVER NORDIC AND BALTIC TRADITIONAL RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**

**TRADITIONAL NORDIC AND BALTIC RECIPES: DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA:**

**Nilsson, Magnus. (2015).** "The Nordic Cookbook" An extensive collection of traditional Nordic recipes. Available for purchase here: <https://www.booksforchefs.com/es/libros-alta-cocina/213-the-nordic-cookbook.html>

**The Association of Latvian Rural Tourism "Lauku ceļotājs" (2014).** Traditional and modern Latvian Foods and Beverages. Baltic Country Holidays. Available at [https://www.celotajs.lv/cont/publ/LatviesuEdieni2014/pdf/LatviesuEdieni2014\\_en.pdf](https://www.celotajs.lv/cont/publ/LatviesuEdieni2014/pdf/LatviesuEdieni2014_en.pdf)

**Latvia Travel. (2012).** The Flavours of Latvia."Latvian Traditional Foods". Available at <https://www.latvia.travel/en/flavours-latvia>

**Viking, J. (n/d).** "Icelandic Traditional Food" . Available at <https://reykjavikout.is/traditional-icelandic-food/>

A guide to Iceland's most famous traditional dishes like fermented shark and skyr.

**Visitestonia.com (n/d)** "Estonian Food Culture and Traditional Recipes". Available at <https://www.visitestonia.com/en/an-introduction-to-estonian-cuisine>  
Focus on traditional Estonian dishes and their cultural significance.

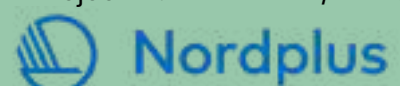
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**TOPIC 2**  
**ASSIGNMENT**  
**NO LEFTOVER**  
**CONTEMPORARY RECIPES**  
**NORDIC & BALTIC CULINARY ARTS**



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## TOPIC 2 ASSIGNMENT

# NO LEFTOVER CONTEMPORARY RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

Optional Length: 90 MINUTES

### Overview:

Participants will explore and create contemporary no leftover recipes inspired by Nordic and Baltic culinary traditions. The session blends modern culinary trends with sustainability practices, encouraging innovation. Through practical cooking exercises, participants will develop and present fusion dishes that minimize waste, applying modern techniques while staying true to the no leftover philosophy. Collaborative discussions will help refine ideas, leading to the creation of a contemporary no leftover menu.

### Agenda:

- Introduction to Contemporary No Leftover Recipes (5 min)
- Understanding Modern Culinary Trends in Nordic and Baltic Regions (5 min)
- Practical Session: Innovating Contemporary Dishes (30 min)
- Development of Fusion Recipes (10 min)
- Group Collaboration: Creating a Modern No Leftover Menu (15 min)
- Presentation and Peer Review of Dishes (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will be able to create innovative contemporary dishes using no leftover principles, integrating modern culinary trends with sustainable practices.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the concept of contemporary no-leftover recipes and how they've evolved in these countries.	Slideshow of contemporary dishes. use digital brochure and video on the contemporary recipes and assignment list with the questions.



## TOPIC 2



# NO LEFTOVER CONTEMPORARY RECIPES

## NORDIC & BALTIC CULINARY ARTS

Denmark, Estonia, Iceland, Latvia, Lithuania

### STAGE: UNDERSTANDING THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss current trends in these countries' culinary scenes that emphasize no leftovers.	Articles or blogs on contemporary culinary trends. Use digital brochures and videos.

### STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Group activity to create a contemporary dish that uses all ingredients effectively.	Ingredients and modern cooking tools.

### STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss how to further innovate contemporary recipes to reduce waste.	Flipchart for ideas.





**TOPIC 2  
ASSIGNMENT**

**NO LEFTOVER CONTEMPORARY RECIPES  
NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Design a menu featuring no-leftover contemporary recipes.	Menu planning templates.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement one of the menu items in a simulated environment or actual cooking demo.	Cooking or simulation tools.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide individualized feedback on the creative process and execution.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Recap the session and preview the next one.	Closing slide. You can use digital brochures, videos, own materials.



**TOPIC 2**  
**ASSIGNMENT**

# NO LEFTOVER CONTEMPORARY RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**QUESTIONS ON THE TOPIC:**

**NO LEFTOVER NORDIC AND BALTIC CONTEMPORARY RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**

1. How has the New Nordic Cuisine movement influenced contemporary Danish recipes?
2. What are some modern twists on traditional Estonian dishes?
3. How are Icelandic chefs incorporating sustainability into contemporary recipes?
4. How do contemporary Latvian recipes reflect global culinary trends?
5. What role do foraged ingredients play in contemporary Lithuanian cuisine?
6. How are traditional Danish dishes being reinvented in modern fine dining?
7. What are some popular contemporary desserts in Estonia?
8. How do Icelandic chefs balance tradition and innovation in their recipes?
9. What are some contemporary uses of ancient grains in Latvian cuisine?
10. How is fermentation being used in modern Lithuanian cooking?
11. What are the signature dishes of contemporary Danish cuisine?
12. How are contemporary Estonian chefs experimenting with Nordic flavors?
13. How do modern Icelandic recipes reflect the country's focus on local produce?
14. What are some examples of fusion cuisine in contemporary Latvian cooking?
15. How is technology influencing contemporary Lithuanian culinary practices?

**Comment: these questions are provided in the set of session plans on the same topic.**

**Recommendation: You can always change the details of the questions: countries, type, etc;**





**TOPIC 2**  
**ASSIGNMENT**

# NO LEFTOVER CONTEMPORARY RECIPES

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**RESOURCES ON THE TOPIC:**

**NO LEFTOVER NORDIC AND BALTIC CONTEMPORARY RECIPES:  
DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA**

Firstly, please review our designed brochures and videos on the traditional and contemporary recipes, preservation techniques and other.

**Bech-Larsen, T. , Mørk, T., Kolle, S. (2016).** New Nordic Cuisine: Is there another back to the future? – An informed viewpoint on NNC value drivers and market scenarios. Trends in Food Science & Technology. Volume 50, April 2016, Pages 249-253. Available at <https://www.sciencedirect.com/science/article/abs/pii/S0924224415300212>

**Latvia.eu (n/d)** "Latvian Modern Dishes" . available at <https://www.latvia.eu/arts-culture/latvian-cuisine/>

**Noma restaurant. (n/d).** "New Nordic Cuisine" by René Redzepi – Contemporary Danish cuisine from the Noma chef. Available at <https://noma.dk/>

Check other resources and references in the brochures on the NO LEFTOVER traditional and contemporary recipes.

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# TOPIC 3

## ASSIGNMENT

### NO LEFTOVER

# PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES



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# NO LEFTOVER PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES

Optional Length: 90 MINUTES

#### Overview:

This session covers traditional and modern preservation techniques from the Nordic and Baltic regions, such as fermentation, pickling, and drying. Participants will learn how to extend the shelf life of ingredients and minimize waste through hands-on demonstrations. They will develop preservation plans for different ingredients and collaborate on creating comprehensive strategies to ensure food longevity in a sustainable manner.

#### Agenda:

- Introduction to Preservation Techniques (5 min)
- Overview of Traditional and Modern Methods (5 min)
- Demonstration: Fermentation, Pickling, and Drying (30 min)
- Development of Preservation Plans for Different Ingredients (10 min)
- Group Activity: Creating a Preservation Strategy (15 min)
- Implementation and Peer Review of Strategies (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

#### Learning outcome:

Participants will master traditional and modern preservation techniques from the Nordic and Baltic regions, ensuring food longevity and minimizing waste through proper storage and processing methods.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Brainstorm on traditional and modern preservation techniques used in these countries. Introduce them in a short summary for further detailed revision.	Slides with images of preservation methods (e.g., drying, fermenting): use our digital brochure and videos, assignments on the preservation



## TOPIC 3



# NO LEFTOVER PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES

#### STAGE: UNDERSTANDING THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss the health and sustainability benefits of various preservation methods.	Videos, digital brochure, assignments on preservation techniques.

#### STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Group work to create a preservation plan for a specific ingredient.	Ingredients and equipment for a practical demo (e.g., fermenting jars).

#### STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Brainstorm additional preservation methods that could be applied in different contexts.	Flipchart for notes, e-notes.



**TOPIC 3  
ASSIGNMENT**

# NO LEFTOVER PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES

<b>STAGE: VALUE CREATION (15 MIN)</b>	
LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a small preservation project, such as pickling or drying. Involve research and analysis on the Nordic and Baltic preservation techniques.	Templates for project planning. Use our digital brochure, videos, assignments on the preservation.
<b>STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)</b>	
LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the preservation project, either through simulation or actual process.	Equipment for practical application.
<b>STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)</b>	
LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the preservation technique chosen and its execution.	Feedback forms.
<b>STAGE: CONCLUSION (5 MIN)</b>	
LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Summary slide.. You can use digital brochures, videos, own materials.





**TOPIC 3**  
**ASSIGNMENT**

# NO LEFTOVER PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES

#### QUESTIONS ON THE TOPIC

#### NORDIC AND BALTIC PRESERVATION TECHNIQUES: DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA

1. What are the traditional methods of preserving fish in Iceland?
2. How is fermentation used in Estonian food preservation?
3. What are the key preservation techniques for dairy products in Denmark?
4. How is pickling used to preserve vegetables in Latvian cuisine?
5. What role does smoking play in Lithuanian food preservation?
6. How have traditional preservation methods in Denmark evolved with modern technology?
7. What are the common methods of preserving wild game in Estonia?
8. How do Icelandic preservation techniques help cope with the country's harsh winters?
9. What are some traditional methods for preserving berries in Latvia?
10. How does the preservation of rye bread differ across the Baltic countries?
11. How is salt-curing used in Danish and Icelandic food preservation?
12. What are the traditional methods of preserving root vegetables in Lithuania?
13. How have ancient preservation techniques influenced modern Estonian cuisine?
14. What is the importance of fermentation in Latvian food culture?
15. How do contemporary preservation techniques in these countries maintain traditional flavors?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 3**  
**ASSIGNMENT**

# NO LEFTOVER PRESERVATION TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### PRESERVATION TECHNIQUES, METHODS AND TECHNOLOGIES

#### RESOURCES ON THE TOPIC

#### NORDIC AND BALTIC PRESERVATION TECHNIQUES: DENMARK, ESTONIA, ICELAND, LATVIA, LITHUANIA

Firstly, please review our designed brochures and videos on the traditional and contemporary recipes, preservation techniques and other.

Colón-Singh, R. Y. (2013). The Nordic Food Lab's Podcast on Fermentation. Available at <https://www.finedininglovers.com/article/nordic-food-labs-podcast-fermentation>

Klindersley, Darling. (2013). A Little Course in Preserving. Translated in Latvian: Īsais kurss konsevēšanā. Agpāds Zvaigzne ABC, Iveta Galēja. (2014).

Narvhus, J. A. , Abrahamsen, R. K. (2023). Traditional and modern Nordic fermented milk products: A review.

International Dairy Journal. Volume 142., July 2023, 105641 Available at <https://doi.org/10.1016/j.idairyj.2023.105641> and <https://www.sciencedirect.com/science/article/pii/S0958694623000602>

Skåra . T. et al. (2015). Fermented and ripened fish products in the northern European countries. Journal of Ethnic Foods Volume 2, Issue 1, March 2015, Pages 18-24. Available at <https://doi.org/10.1016/j.jef.2015.02.004> and

<https://www.sciencedirect.com/science/article/pii/S2352618115000050>  
Pelūde, I. (N/D/) Kompoti. Ievārījumi. SULas. Apgāds Zvaigzne ABC. ISBN 978-9934-0-1350-8

Check other resources and references in the brochures on the NO LEFTOVER traditional and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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# TOPIC 4

## ASSIGNMENT

# NO LEFTOVER COOKING

## NORDIC & BAL TIC CULINARY ARTS



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Project ID: NPAD-2022/10049







## TOPIC 4



# NO LEFTOVER COOKING

## NORDIC & BALTIC CULINARY ARTS

**Denmark, Estonia, Iceland, Latvia, Lithuania**

Optional Length: 90 MINUTES

### Overview:

Participants will learn and apply cooking techniques that maximize ingredient utilization and minimize waste in the kitchen. The session includes practical exercises where participants prepare waste-free meals, focusing on efficiency and creativity. Through discussions and demonstrations, they will address common challenges in waste-free cooking and develop strategies to overcome them, ensuring high culinary standards while adhering to the no leftover philosophy.

### Agenda:

- Introduction to No Leftover Cooking Techniques (5 min)
- Discussion: Ingredient Utilization Strategies (5 min)
- Practical Session: Preparing Waste-Free Meals (30 min)
- Development of Efficient Cooking Techniques (10 min)
- Group Discussion: Overcoming Common Challenges (15 min)
- Presentation and Review of Cooking Outcomes (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will implement waste-free cooking techniques, optimizing ingredient use and minimizing waste in the kitchen while maintaining high culinary standards.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the concept of no leftover cooking and its importance in professional and amateur kitchens.	Infographic or video on the impact of food waste in cooking. Check our digital brochure on various techniques and video on cooking.

**TOPIC 4**


# **NO LEFTOVER COOKING**

## **NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

### **STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss key techniques in no leftover cooking, such as portion control and repurposing ingredients.	Handouts, slides on cooking techniques. Check our brochure and videos on cooking and recipes

### **STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Demonstrate a no leftover cooking technique, such as using vegetable scraps in stocks.	Ingredients and equipment for the demo.

### **STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research and brainstorm ways to apply no leftover cooking techniques in everyday meals.	Flipchart for notes. Use also our digital brochure, video on cooking techniques.



**TOPIC 4  
ASSIGNMENT**

**NO LEFTOVER COOKING**  
**NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Create a no leftover meal plan.	Meal planning templates.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement one meal from the plan through cooking or simulation.	Cooking equipment.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the no leftover meal preparation.	Feedback forms (e-forms, handouts or oral form).

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Recap and introduce the next session.	single slide - use our digital brochure, video or own materials developed..





## TOPIC 4 ASSIGNMENT

# NO LEFTOVER COOKING

## NORDIC & BALTIC CULINARY ARTS

Denmark, Estonia, Iceland, Latvia, Lithuania

### QUESTIONS ON THE TOPIC: NO LEFTOVER COOKING

1. What are the best practices in Nordic/Baltic cuisine to minimize food waste during cooking?
2. How do traditional Danish recipes ensure that no leftovers are wasted?
3. What cooking techniques can be used in Iceland to make the most of every ingredient?
4. How can Estonian chefs optimize their cooking processes to avoid leftovers?
5. What are some creative ways to repurpose leftovers in Latvian cuisine?
6. How do traditional Lithuanian recipes incorporate leftover ingredients?
7. How can meal planning in Denmark help reduce food waste during cooking?
8. What are the challenges of cooking without leftovers in the Baltic region's seasonal cuisine?
9. How do Icelandic cooking traditions encourage the use of all parts of an ingredient?
10. What role does portion control play in reducing leftovers in Estonia?
11. How can chefs in Latvia minimize waste when cooking traditional dishes?
12. What are some innovative cooking techniques in Lithuania to ensure no food is wasted?
13. How can leftover ingredients be creatively reused in contemporary Danish recipes?
14. What are the benefits of batch cooking in reducing food waste in Estonia?
15. How does cooking with a "no leftover" mindset influence meal preparation in Iceland?

**Comment:** these questions are provided in the set of assignments on the same topic.

**Recommendation:** You can always change the details of the questions: countries, type, etc;



## TOPIC 4 ASSIGNMENT

# NO LEFTOVER COOKING

## NORDIC & BALTIC CULINARY ARTS

Denmark, Estonia, Iceland, Latvia, Lithuania

### RESOURCES ON THE TOPIC: NO LEFTOVER COOKING

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

Gunnerød, S. (2019). No Waste Cooking – An Exploration of Politics as Redistribution of the Sensible. *Nordic Journal of Art & Research*, 8(1). Available at <https://doi.org/10.7577/information.3634>, also at <https://journals.oslomet.no/index.php/ar/article/view/3634>

Video: Hardy Grant Book. (2019). *Baltic : Traditional Baltic cuisine* | Simon Bajada. available at <https://www.youtube.com/watch?v=9ZCI8dIrpPk>

**Video:** New Scan Man. (2021). *New Scandinavian Cooking - Eat Like the Vikings*. Available at <https://www.youtube.com/watch?v=ddgmldG4Wko>

**Video:** New Scan Man. (2021). *New Scandinavian Cooking - New Nordic Cuisine*. Available at <https://www.youtube.com/watch?v=KG2OTYb4tF4>

Nordic Council of Ministers. (2021). *Great taste-zero waste*. Available at

<https://norden.lv/en/projects/sustainable-development/great-tastezero-waste/>

**Video:** Nordic Luxury. (2017). *THE NATURE OF THE NORTH - NORDIC CUISINE*. Available at <https://www.youtube.com/watch?v=oAIHVCmejw0>

Oklin. (2019). *Nolla – the first zero waste restaurant in the Nordic region*. Available at <https://oklininternational.com/nolla-the-first-zero-waste-restaurant-in-nordic/>

Video: Nordic Northwest. (2023). *The Tradition and Future of Nordic Cooking with the Cook & Eat Committee*. available at <https://www.youtube.com/watch?v=5Ho0q8DYxpc>

**Video:** Visit Estonia. (2014). *The Baltic States: Gastronomy*. Available at <https://www.youtube.com/watch?v=0BGja3YUwPQ>.

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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# TOPIC 5

## ASSIGNMENT

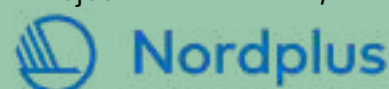
# NO LEFTOVER SERVING

## NORDIC & BALTIC CULINARY ARTS



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Project ID: NPAD-2022/10049







## TOPIC 5



# NO LEFTOVER SERVING TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

Optional Length: 90 MINUTES

### Overview:

This session focuses on serving strategies that align with the no leftover approach, emphasizing portion control and creative use of surplus ingredients. Participants will engage in practical exercises to design and implement waste-free serving techniques, ensuring that every dish served minimizes waste. Group activities will foster the development of innovative serving concepts, and presentations will allow for peer feedback and refinement of ideas.

### Agenda:

- Introduction to No Leftover Serving Strategies (5 min)
- Understanding Portion Control and Presentation (5 min)
- Practical Session: Creative Serving Techniques (30 min)
- Development of Serving Plans for Various Menus (10 min)
- Group Activity: Designing No Leftover Serving Concepts (15 min)
- Presentation and Peer Review of Serving Techniques (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will design and execute serving strategies that align with the no leftover philosophy, ensuring portion control and creative use of surplus ingredients to prevent waste.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce no leftover serving techniques, emphasizing portion control and presentation.	Video or infographic on portion control and style. You can use our developed brochure and video on serving techniques.

**TOPIC 5**  
**ASSIGNMENT**

# **NO LEFTOVER SERVING TECHNIQUES**

## **NORDIC & BALTIC CULINARY ARTS**

**Denmark, Estonia, Iceland, Latvia, Lithuania**

### **STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Explain the benefits of proper portioning and creative plating.	E-form, handout or oral question on serving guidelines.

### **STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Practical demonstration of portion control and plating for no leftover serving.	Ingredients and plating tools.

### **STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
•Discuss and brainstorm innovative serving ideas that minimize leftovers.	E-notes, flipchart for ideas.



## TOPIC 5



# NO LEFTOVER SERVING TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

### STAGE: VALUE CREATION (15 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Design a serving strategy for a no leftover meal.	Strategy templates.

### STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the serving strategy in a simulated environment.	Serving tools and equipment.

### STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide personalized feedback on serving techniques.	Feedback forms, oral form.

### STAGE: CONCLUSION (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session and introduce the next topic.	Closing slide. You can use digital brochures, videos, own materials.





## TOPIC 5 ASSIGNMENT

# NO LEFTOVER SERVING

## NORDIC & BALTIC CULINARY ARTS

Denmark, Estonia, Iceland, Latvia, Lithuania

### QUESTIONS ON THE TOPIC: NO LEFTOVER SERVING

1. How can portion control during serving reduce food waste in Danish restaurants?
2. What are some traditional Estonian serving practices that help avoid leftovers?
3. How do Icelandic hosts ensure that no food is wasted during family meals?
4. What are the best strategies for serving food in Latvia to minimize waste?
5. How do Lithuanian cultural practices influence serving sizes to reduce leftovers?
6. How can buffet-style serving be optimized in Denmark to avoid food waste?
7. What role does plating play in reducing leftovers in Estonian cuisine?
8. How do communal meals in Iceland encourage the sharing of food to avoid waste?
9. What are some Latvian customs related to serving food that minimize leftovers?
10. How do Lithuanian traditions handle leftover food after a large meal?
11. How can serving sizes be adjusted in Danish schools to prevent food waste?
12. What are some tips for Estonian caterers to serve food with no leftovers?
13. How do family-style meals in Iceland help reduce food waste during serving?
14. What are the best practices for serving food at Latvian festivals to avoid waste?
15. How can Lithuanian chefs design their menus to ensure that all food served is consumed?

**Comment:** these questions are provided in the set of session plans on the same topic.

**Recommendation:** You can always change the details of the questions: countries, type, etc;



**TOPIC 5**  
**ASSIGNMENT**

# NO LEFTOVER SERVING TECHNIQUES

## NORDIC & BALTIC CULINARY ARTS

**RESOURCES ON THE TOPIC:**  
**NO LEFTOVER SERVING**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Criswell, W. (2023).** A Guide to Reducing Food Waste for Contract Caterers. Available at <https://blog.winnowsolutions.com/a-guide-to-reducing-waste-for-contract-caterers>

**German Environment Agency. (2016).** Prevention of food waste in the catering sector. Available at [https://www.umweltbundesamt.de/sites/default/files/medien/376/publikationen/prevention\\_of\\_food\\_waste\\_in\\_the\\_catering\\_sector\\_bf.pdf](https://www.umweltbundesamt.de/sites/default/files/medien/376/publikationen/prevention_of_food_waste_in_the_catering_sector_bf.pdf)

**Petty, L. (2016).** 17 Ways to Reduce Food Waste in Your Restaurant. Available at <https://www.highspeedtraining.co.uk/hub/restaurant-food-waste/>

**Talwar, Sh. et al. (2021).** Food waste reduction and taking away leftovers: Interplay of food-ordering routine, planning routine, and motives. International Journal of Hospitality Management Volume 98, September 2021, 103033. Available at <https://www.sciencedirect.com/science/article/pii/S0278431921001766> and <https://doi.org/10.1016/j.ijhm.2021.103033>

European Commission. Food Waste, Available at [https://food.ec.europa.eu/safety/food-waste\\_en](https://food.ec.europa.eu/safety/food-waste_en)

**Vizotto, F., Testa, F., Iraldo, F. (2021).** Strategies to reduce food waste in the foodservices sector: A systematic review. International Journal of Hospitality Management 95:102933. DOI:10.1016/j.ijhm.2021.102933. Available at <https://www.sciencedirect.com/science/article/abs/pii/S0278431921000761?via%3Dihub>

**Watkins, N. (2022).** The Secret Life of Leftovers. available at <https://www.thenewatlantis.com/publications/secret-life-leftovers>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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# **TOPIC 6**

## **ASSIGNMENT**

### **NO LEFTOVER MARKETING**

### **NORDIC & BALTIC CULINARY ARTS**



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Project ID: NPAD-2022/10049





**TOPIC 6**  
**ASSIGNMENT**

**NO LEFTOVER MARKETING**  
**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

**Overview:**

Participants will explore how to effectively market no leftover practices and products, developing strategies that communicate the value of sustainability to consumers and stakeholders. The session includes practical exercises in crafting marketing campaigns and brand messaging. Through group collaboration, participants will create comprehensive marketing strategies that highlight the environmental and economic benefits of no leftover culinary practices, ensuring that these values are clearly conveyed to target audiences.

**Agenda:**

- Introduction to No Leftover Marketing Strategies (5 min)
- Discussion: Communicating Sustainability to Consumers (5 min)
- Practical Session: Developing Marketing Campaigns (30 min)
- Development of Brand Messaging (10 min)
- Group Activity: Creating a Marketing Strategy (15 min)
- Presentation and Feedback on Campaigns (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will develop marketing strategies that promote the no leftover approach, effectively communicating the value of sustainability to consumers and stakeholders.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce and brainstorm the concept of marketing no leftover culinary practices to consumers.	Video on no leftover and sustainable marketing practices..

**TOPIC 5**  
**ASSIGNMENT**

**NO LEFTOVER MARKETING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss key marketing strategies for promoting no leftover concepts.	Video and brochure , assignment on marketing strategies.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Group activity to create a marketing campaign for a no leftover culinary initiative.	Templates for campaign planning.

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm on how to reach different target audiences with no leftover messages.	Flipchart for notes, Internet access, research database.

**TOPIC 6**  
**ASSIGNMENT**

**NO LEFTOVER MARKETING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Design a full marketing strategy for a no leftover product or service for a catering company or event	Strategy templates, brochure, video on marketing strategies..

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Present and simulate the marketing strategy in a mock campaign.	Digital tools for campaign simulation.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the marketing strategies and their potential impact.	Feedback forms.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Recap key points and introduce the next session.	Summary slide. Use our digital brochures and video on marketing.





**TOPIC 6**  
**ASSIGNMENT**

# NO LEFTOVER MARKETING

## NORDIC & BALTIC CULINARY ARTS

**QUESTIONS ON THE TOPIC:**  
**NO LEFTOVER MARKETING**

1. How can Danish restaurants market their commitment to reducing food waste to customers?
2. What marketing strategies can Estonian food businesses use to promote “no leftover” dining?
3. How can Icelandic chefs highlight their zero-waste practices in their marketing campaigns?
4. What are some effective ways to market leftover-based dishes in Latvia?
5. How can Lithuanian restaurants educate their customers about the importance of avoiding food waste?
6. What are some successful marketing campaigns in Denmark focused on reducing food waste?
7. How can Estonian farmers markets promote no leftover practices among their vendors?
8. What role does social media play in Iceland’s marketing of sustainable dining practices?
9. How can Latvian food brands leverage “no leftover” messaging in their advertising?
10. How can Lithuanian food festivals incorporate “no leftover” themes into their marketing?
11. What are the challenges of marketing zero-waste dining in Denmark?
12. How can Estonian chefs use storytelling to market their no-waste cooking philosophy?
13. What are some innovative marketing tactics used in Iceland to promote leftover-free dining?
14. How can Latvian grocery stores encourage customers to buy in quantities that minimize waste?
15. How can Lithuanian food influencers raise awareness about the benefits of no leftover dining?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 6**  
**ASSIGNMENT**

**NO LEFTOVER MARKETING**  
**NORDIC & BALTIC CULINARY ARTS**

**RESOURCES ON THE TOPIC:**  
**NO LEFTOVER MARKETING**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Etakeaway Max.** (n/d). Sustainable Restaurant Marketing Tactics for Eco-Conscious UK Restaurant Brands. Available at <https://etakeawaymax.co.uk/sustainable-restaurant-marketing/>

**Iriyadi, Setiawan, B., Puspitasari, R. (2023).** Consumer intentions to reduce food waste in all-you-can-eat restaurants based on personal norm activation. Available at

<https://www.sciencedirect.com/science/article/pii/S2405844023006060>

**Lee, D. (2024).** Application of marketing to reduce consumer food waste in restaurants. European Journal of Marketing. ISSN: 0309-0566 Available at <https://www.emerald.com/insight/content/doi/10.1108/EJM-06-2023-0447/full/html?skipTracking=true>

**MarketMan. (n/d).** The Comprehensive Guide to Zero Waste Restaurants Available at <https://www.marketman.com/blog/guide-to-zero-waste-restaurants>

**Video: News 12. (2022).** What happens to leftover food at restaurants? Here's the app that will help you and them save. Available at <https://www.youtube.com/watch?v=KY5CnGCYKA8>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

# TOPIC 7

## ASSIGNMENT

### NO LEFTOVER SELLING

#### NORDIC & BALTIC CULINARY ARTS



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## TOPIC 7 ASSIGNMENT

# NO LEFTOVER SELLING

## NORDIC & BALTIC CULINARY ARTS

Optional Length: 90 MINUTES

### Overview:

This session teaches participants how to develop sales strategies that promote no leftover concepts, focusing on consumer preferences and sustainability trends. Participants will engage in practical exercises to craft compelling sales pitches and role-play scenarios to refine their selling techniques. By the end of the session, they will have developed strategies that effectively highlight the benefits of no leftover practices, driving consumer interest and increasing demand for sustainable culinary options.

### Agenda:

- Introduction to Selling Strategies for No Leftover Concepts (5 min)
- Understanding Consumer Preferences and Trends (5 min)
- Practical Session: Crafting Sales Pitches (30 min)
- Development of Sales Strategies for No Leftover Products (10 min)
- Group Activity: Role-Playing Sales Scenarios (15 min)
- Presentation and Feedback on Sales Pitches (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will create sales strategies that highlight the economic and environmental benefits of no leftover practices, driving consumer interest and demand for sustainable culinary options.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce no leftover sales techniques, focusing on minimizing waste at the point of sale.	Video or infographic on sustainable sales practices.

**TOPIC 7**  
**ASSIGNMENT**

**NO LEFTOVER MARKETING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss the benefits of aligning sales strategies with no leftover principles.	Brochure and video, handouts on no leftover sales strategies.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Role-play (and/or produce marketing materials) exercise where participants practice selling a no leftover product.	Role-play scenario, website templates, marketing design tools (for example, Canva)

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm ways to enhance sales techniques for no leftover products.	Flipchart for notes, research database, video and brochure on no leftover techniques.

**TOPIC 7**  
**ASSIGNMENT**

**NO LEFTOVER SELLING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a sales pitch for a no leftover product or service for a catering company.	Sales pitch templates, digital tools for designs, social media access.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the sales pitch in a simulated sales environment.	Sales tools and equipment.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the sales pitch and its effectiveness	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session and introduce the next topic.	Closing slide. You can use digital brochures, videos, own materials.





**TOPIC 7**  
**ASSIGNMENT**

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# NO LEFTOVER SELLING

## NORDIC & BALTIC CULINARY ARTS

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**QUESTIONS ON THE TOPIC:**  
**NO LEFTOVER SELLING**

1. How can Danish food retailers optimize their inventory to reduce food waste?
  2. What are some best practices for selling surplus food in Estonia to avoid leftovers?
  3. How can Icelandic markets implement strategies to sell perishable goods before they expire?
  4. What are the benefits of offering smaller portion sizes in Latvian restaurants to reduce leftovers?
  5. How can Lithuanian grocery stores encourage the purchase of products with a shorter shelf life?
  6. What are some effective ways to sell "ugly" or imperfect produce in Denmark to reduce waste?
  7. How can Estonian food vendors use pricing strategies to minimize leftover inventory?
  8. What role do food co-ops play in promoting no leftover selling practices in Iceland?
  9. How can Latvian food delivery services help reduce leftovers through portion control?
  10. How can Lithuanian farmers ensure that their produce is sold with minimal waste?
  11. How can Danish bakeries sell their products in ways that avoid end-of-day leftovers?
  12. What are the best practices for selling seasonal produce in Estonia to minimize waste?
  13. How can Icelandic restaurants sell leftovers creatively to reduce food waste?
  14. What are some successful case studies of Latvian businesses that have implemented no leftover selling practices?
  15. How can Lithuanian food sellers collaborate with local charities to avoid waste?
- Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



## TOPIC 7 ASSIGNMENT

# NO LEFTOVER SELLING

## NORDIC & BALTIC CULINARY ARTS

### RESOURCES ON THE TOPIC: NO LEFTOVER SELLING

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Alipio Umitten IV.** (n/d). Restaurant Food Waste: How to Reduce Food Waste In Restaurants. Available at <https://www.revolutionordering.com/blog/restaurant-food-waste>

**Video: Apicbase. (2023).** How To Manage Food Waste In Restaurants | Franco Prontera from Too Good To Go. Available at <https://www.youtube.com/watch?v=-sR74CqEvrQ>

**Etakeaway Max.** (n/d). Sustainable Restaurant Marketing Tactics for Eco-Conscious UK Restaurant Brands. Available at <https://etakeawaymax.co.uk/sustainable-restaurant-marketing/>

**Iriyadi, Setiawan, B., Puspitasari, R. (2023).** Consumer intentions to reduce food waste in all-you-can-eat restaurants based on personal norm activation. Available at

<https://www.sciencedirect.com/science/article/pii/S2405844023006060>

**Lee, D. (2024).** Application of marketing to reduce consumer food waste in restaurants. European Journal of Marketing. ISSN: 0309-0566 Available at <https://www.emerald.com/insight/content/doi/10.1108/EJM-06-2023-0447/full/html?skipTracking=true>

**MarketMan. (n/d).** The Comprehensive Guide to Zero Waste Restaurants Available at <https://www.marketman.com/blog/guide-to-zero-waste-restaurants>

**National Restaurant Association. (2022).** App helps operators sell surplus food, reduce waste. Available at <https://restaurant.org/education-and-resources/resource-library/new-app-helps-restaurateurs-sell-surplus-food-reduce-waste/>

**APPLICATION: Too Good To Go: End Food Waste.** Available at [https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en\\_US&pli=1](https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en_US&pli=1)

**Video: News 12. (2022).** What happens to leftover food at restaurants? Here's the app that will help you and them save. Available at <https://www.youtube.com/watch?v=KY5CnGCYKA8>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

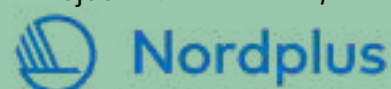
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**TOPIC 8**  
**ASSIGNMENT**  
**NO LEFTOVER PLANNING**  
**NORDIC & BALTIC CULINARY ARTS**



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Project ID: NPAD-2022/10049







## TOPIC 8 ASSIGNMENT

# NO LEFTOVER PLANNING

## NORDIC & BALTIC CULINARY ARTS

Optional Length: 90 MINUTES

### Overview:

Participants will learn to create comprehensive, waste-free culinary plans, covering menu development, inventory management, and event planning. The session includes practical exercises where participants design no leftover plans for various culinary scenarios, ensuring minimal waste at every stage of the process. Through group collaboration, they will develop strategies for planning successful no leftover events and operations, with peer feedback helping to refine and optimize their plans.

### Agenda:

- Introduction to No Leftover Planning Techniques (5 min)
- Overview of Menu Planning and Inventory Management (5 min)
- Practical Session: Creating a No Leftover Plan (30 min)
- Development of Comprehensive Planning Strategies (10 min)
- Group Activity: Planning for a No Leftover Event (15 min)
- Presentation and Peer Review of Plans (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will design comprehensive, waste-free culinary plans, incorporating menu development, inventory management, and event planning techniques to achieve no leftover goals.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the importance of planning in achieving no leftover culinary goals.	Video on the role and techniques, strategies of planning in reducing food waste.

**TOPIC 8**  
**ASSIGNMENT**

**NO LEFTOVER PLANNING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss essential planning techniques, such as menu planning and inventory management.	Handouts on planning techniques.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Group activity to create a detailed no leftover plan for a hypothetical restaurant.	Planning templates and tools. Video and digital brochure on no leftover planning.

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm on additional planning strategies that could reduce waste.	Flipchart for notes. Research database, video and digital brochure on no leftover planning.

**TOPIC 8**  
**ASSIGNMENT**

**NO LEFTOVER PLANNING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a full-scale plan for a no leftover culinary event.	Event planning templates. Video and brochure on no leftover planning, assignment.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Present and simulate the implementation of the plan.	Simulation tools or digital planning software.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the planning process and final plan.	Feedback forms, digital feedback tools, oral questioning.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.





**TOPIC 8**  
**ASSIGNMENT**

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# **NO LEFTOVER PLANNING**

## **NORDIC & BALTIC CULINARY ARTS**

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**QUESTION ON THE TOPIC:**  
**NO LEFTOVER PLANNING**

1. How can Danish households plan meals to ensure no food is wasted?
2. What are some strategies for Estonian chefs to plan menus with no leftover ingredients?
3. How can Icelandic catering companies plan events to minimize food waste?
4. What role does seasonal planning play in reducing food waste in Latvian kitchens?
5. How can Lithuanian families incorporate meal planning to avoid leftovers?
6. What are some effective tools for planning no leftover meals in Denmark?
7. How can Estonian schools plan their meals to minimize food waste?
8. What are the best practices for Icelandic restaurants to plan for zero food waste?
9. How can Latvian food planners ensure that all ingredients are fully utilized?
10. What role does portion control play in planning no leftover meals in Lithuania?
11. How can Danish communities plan food-sharing events to avoid waste?
12. What are some tips for Estonian home cooks to plan meals with no leftovers?
13. How can Icelandic food producers plan their harvests to reduce surplus?
14. How can Latvian chefs plan their menus to be flexible with leftover ingredients?
15. What role does collaboration play in Lithuanian food planning to reduce waste?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



## TOPIC 8 ASSIGNMENT

# NO LEFTOVER PLANNING

## NORDIC & BALTIC CULINARY ARTS

### RESOURCES ON THE TOPIC: NO LEFTOVER PLANNING

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**“Food Saving Events”.** (n/d). Event Catering Food Waste Reduction Guideline. Available at [https://eu-refresh.org/sites/default/files/Food\\_Saving\\_Event\\_Guide.pdf](https://eu-refresh.org/sites/default/files/Food_Saving_Event_Guide.pdf)

Healthy Eating on a Budget. (n/d.) Available at [https://uoftshine.weebly.com/uploads/2/4/7/0/24704446/food\\_budget\\_and\\_meal\\_planning\\_guide.pdf](https://uoftshine.weebly.com/uploads/2/4/7/0/24704446/food_budget_and_meal_planning_guide.pdf)

**National Food Chain Safety Office. (n/d).** Good Practice Waste Reduction Catering. Available at [https://maradeknelkul.hu/wp-content/uploads/2023/05/MN\\_good\\_practices\\_catering\\_2.pdf](https://maradeknelkul.hu/wp-content/uploads/2023/05/MN_good_practices_catering_2.pdf)

**National Restaurant Association. (n/d).** Chapter 2, Menu Management. Available at [https://textbooks.restaurant.org/Textbooks/media/fmrc/FRMCA2\\_L02\\_Ch02.pdf](https://textbooks.restaurant.org/Textbooks/media/fmrc/FRMCA2_L02_Ch02.pdf)

**Philadelphia Department of Public Health. Health Promotion Council. (n/d).** Meal Planning Guide. Available at <https://www.phila.gov/media/20200218125216/Menu-Planning-Toolkit.pdf>

**Tromp, M. (2021).** How to reduce food waste in public catering units?

– A case study at twelve school canteens in Sala municipality, Sweden. Available at [https://stud.epsilon.slu.se/16542/1/tromp\\_m\\_210318.pdf](https://stud.epsilon.slu.se/16542/1/tromp_m_210318.pdf)

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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# **TOPIC 9**

## **ASSIGNMENT**

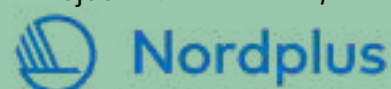
### **NO LEFTOVER PURCHASING**

### **NORDIC & BALTIC CULINARY ARTS**



Photo: by valentynsemenov Canva

Project ID: NPAD-2022/10049







**TOPIC 9**  
**ASSIGNMENT**

**NO LEFTOVER PURCHASING**  
**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

**Overview:**

This session focuses on sustainable purchasing practices that minimize waste from the point of purchase. Participants will learn how to create efficient purchasing lists and strategies that ensure full utilization of ingredients. Practical exercises and group discussions will help them analyze supplier options and develop purchasing plans that align with no leftover principles, ensuring that every purchase contributes to a waste-free culinary operation.

**Agenda:**

- Introduction to Sustainable Purchasing Practices (5 min)
- Discussion: Minimizing Waste Through Thoughtful Purchasing (5 min)
- Practical Session: Creating a No Leftover Purchasing List (30 min)
- Development of Efficient Purchasing Strategies (10 min)
- Group Activity: Analyzing Supplier Options (15 min)
- Presentation and Peer Review of Purchasing Strategies (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will implement sustainable purchasing practices, ensuring that all ingredients are utilized fully, and waste is minimized from the point of purchase.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the role of purchasing in minimizing food waste and creating a no leftover kitchen.	Video or infographic on sustainable purchasing practices.

**TOPIC 9**  
**ASSIGNMENT**

**NO LEFTOVER PURCHASING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss strategies for purchasing only what is needed and using all purchased items.	Handouts, video and digital brochure on purchasing strategies.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Practical exercise in creating a purchasing list that supports no leftover goals.	Brochure, video,, assignment and templates for purchasing lists.

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm additional purchasing strategies to further reduce waste.	Flipchart for notes, research database, video and brochure on no leftover purchasing.

**TOPIC 9**  
**ASSIGNMENT**

**NO LEFTOVER PURCHASING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a purchasing strategy for a specific menu or event.	Assignment, strategy templates, video and brochure on no leftover planning.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the purchasing strategy in a simulated or real environment.	Purchasing software or simulation tools.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the purchasing strategy and its effectiveness.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.





**TOPIC 9**  
**ASSIGNMENT**

**NO LEFTOVER PURCHASING**  
**NORDIC & BALTIC CULINARY ARTS**

**QUESTIONS ON THE TOPIC:**  
**NO LEFTOVER PURCHASING**

1. How can Danish consumers make purchasing decisions that minimize food waste?
2. What are the best practices for Estonian chefs when purchasing ingredients to avoid leftovers?
3. How can Icelandic restaurants optimize their supply chain to reduce food waste?
4. What are some strategies for Latvian grocery stores to encourage no leftover purchases?
5. How can Lithuanian households make smarter purchasing decisions to reduce food waste?
6. What role does bulk buying play in minimizing waste in Denmark?
7. How can Estonian food co-ops help their members purchase with no leftovers in mind?
8. How do Icelandic chefs collaborate with suppliers to ensure just-in-time purchasing?
9. What are the best ways for Latvian consumers to shop with no leftover goals?
10. How can Lithuanian restaurants manage their purchasing to reduce ingredient waste?
11. How can Danish online grocery platforms promote no leftover shopping?
12. What are some tips for Estonian families to buy only what they need?
13. How do Icelandic food markets influence purchasing habits to minimize waste?
14. How can Latvian food buyers negotiate with suppliers to avoid surplus inventory?
15. What are the benefits of community-supported agriculture (CSA) in Lithuanian no leftover purchasing?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 9**  
**ASSIGNMENT**

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# **NO LEFTOVER PURCHASING**

## **NORDIC & BALTIC CULINARY ARTS**

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**RESOURCES ON THE TOPIC:**  
**NO LEFTOVER PURCHASING**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Champions 12.3. (n/d/).** THE BUSINESS CASE FOR REDUCING FOOD LOSS AND WASTE: RESTAURANTS. Available at <https://champions123.org/sites/default/files/2020-07/the-business-case-reducing-food-loss-and-waste-restaurants.pdf>.  
Chevallier-Chantepie, A., Batt, J.. P. (2021). Sustainable Purchasing of Fresh Food by Restaurants and Cafes in France. Available at <https://www.mdpi.com/2073-4395/11/11/2357>

**Dinsmore, K. (2022).** How to Improve Restaurant Purchasing for Higher Profit Margins. Available at <https://www.sculpturehospitality.com/blog/how-to-improve-restaurant-purchasing-for-higher-profit-margins>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.



DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

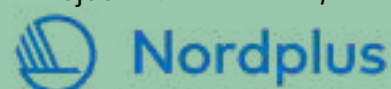
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**TOPIC 10**  
**ASSIGNMENT**  
**NO LEFTOVER STORING**  
**NORDIC & BAL TIC CULINARY ARTS**



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Project ID: NPAD-2022/10049







## TOPIC 10 ASSIGNMENT

# NO LEFTOVER STORING

## NORDIC & BALTIC CULINARY ARTS

Optional Length: 90 MINUTES

### Overview:

Participants will explore proper storage techniques that extend the shelf life of ingredients and prevent waste. The session includes demonstrations of best practices in storing various types of food, with a focus on maintaining quality and minimizing spoilage. Participants will develop and present comprehensive storage plans tailored to different ingredients, ensuring that storage practices align with no leftover goals and reduce waste in culinary operations.

### Agenda:

- Introduction to Proper Storage Techniques (5 min)
- Discussion: Extending Shelf Life and Preventing Waste (5 min)
- Practical Session: Demonstrating Storage Techniques (30 min)
- Development of a Comprehensive Storage Plan (10 min)
- Group Activity: Creating a Storage Strategy for Different Ingredients (15 min)
- Presentation and Peer Review of Storage Plans (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

### Learning outcome:

Participants will optimize storage techniques to extend the shelf life of ingredients, ensuring minimal waste and maintaining food quality.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	METHODS OF ASSESSMENT FOR LEARNING:	RESOURCES:
Introduce the importance of proper storage in preventing food waste.	Quick discussion on current storage practices.	Video , brochure or infographic on best no leftover storage practices.

**TOPIC 10**  
**ASSIGNMENT**

**NO LEFTOVER STORING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss techniques for extending the shelf life of ingredients through proper storage.	Handouts, video and brochure on no leftover storage techniques.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Demonstration of storage techniques, such as vacuum sealing and proper refrigeration.	Feedback during and after the demonstration.

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse. brainstorm additional storage solutions for different types of ingredients.	Flipchart for notes, research database, video and brochure on no leftover storing.

**TOPIC 10**  
**ASSIGNMENT**

**NO LEFTOVER STORING**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a comprehensive storage plan for a kitchen or restaurant.	Storage plan templates , video, brochure on no leftover storing.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the storage plan in a simulated environment.	Storage tools and equipment.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the storage plan and its execution.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.





## TOPIC 10 ASSIGNMENT

# NO LEFTOVER STORING

## NORDIC & BALTIC CULINARY ARTS

### QUESTIONS ON THE TOPIC: NO LEFTOVER STORING

1. What are the best practices for storing food in Danish kitchens to prevent waste?
2. How can Estonian households store ingredients to extend their shelf life and avoid leftovers?
3. What are some effective methods for Icelandic restaurants to store food and reduce waste?
4. How can Latvian chefs optimize their storage facilities to prevent food spoilage?
5. What are the traditional and modern food storage techniques used in Lithuania to minimize waste?
6. How can proper refrigeration practices in Denmark help in reducing food waste?
7. What are the best ways to store root vegetables in Estonian homes to avoid waste?
8. How do Icelandic chefs store their ingredients to maintain freshness and reduce leftovers?
9. What role does food preservation play in Latvian food storage practices?
10. How can Lithuanian households effectively store dairy products to prevent spoilage?
11. How can Danish food producers store surplus to ensure it's used before expiration?
12. What are the benefits of vacuum sealing in Estonian food storage practices?
13. How can Icelandic communities use shared storage spaces to reduce food waste?
14. What are the traditional methods of fermenting and storing food in Latvia?
15. How can Lithuanian food businesses improve their storage systems to minimize waste?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



## TOPIC 10 ASSIGNMENT

# NO LEFTOVER STORING

## NORDIC & BALTIC CULINARY ARTS

### RESOURCES ON THE TOPIC: NO LEFTOVER STORING

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Environment Protection Authority. (2021).** Reducing business waste – Cafés and restaurants. Available at <https://www.epa.nsw.gov.au/-/media/epa/corporate-site/resources/managewaste/bintrim-cafes-restaurants-factsheet-160773.pdf>

**Video: Peters, D. (2024),** 6 Ways to Cut Restaurant Waste and Boost Your Bottom Line

. Available at <https://www.youtube.com/watch?v=GuufDnoAGow>

**Sakaguchi, L, Pak, N., Potts, M.D. ( 2018).** Tackling the issue of food waste in restaurants: Options for measurement method, reduction and behavioral change. Journal of Cleaner Production. Volume 180, 10 April 2018, Pages 430-436

. Available at

[https://escholarship.org/content/qt8fs0r102/qt8fs0r102\\_noSplash\\_b419916727de59d9fa3434fd0c3e71c7.pdf?t=p5k4cs](https://escholarship.org/content/qt8fs0r102/qt8fs0r102_noSplash_b419916727de59d9fa3434fd0c3e71c7.pdf?t=p5k4cs)

**Urban Green Lab. (n/d/).** FOOD WASTE PREVENTION RESOURCE GUIDE SERIES: STORAGE AND FREEZING. Available at <https://urbangreenlab.org/wp-content/uploads/2023/09/UGL-StorageAndFreezing-Interactive.pdf>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

# TOPIC 11

## ASSIGNMENT

### DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS NORDIC & BALTIC CULINARY ARTS



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Project ID: NPAD-2022/10049





**TOPIC 11**  
**ASSIGNMENT**

**DIGITAL APPS, PLATFORMS**  
**FOR NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

**Overview:**

This session introduces participants to digital tools and platforms that enhance no leftover practices in culinary operations. Through practical demonstrations, participants will learn how to use digital apps for meal planning, inventory management, and more. They will develop digital plans tailored to no leftover culinary arts, exploring the potential of various tools to streamline operations and minimize waste. Group activities will encourage the discovery and sharing of additional digital resources.

**Agenda:**

- Introduction to Digital Tools for No Leftover Practices (5 min)
- Overview of Relevant Apps and Platforms (5 min)
- Practical Session: Demonstrating a Digital Tool (30 min)
- Development of a Digital Plan for No Leftover Culinary Arts (10 min)
- Group Activity: Exploring Additional Digital Tools (15 min)
- Presentation and Feedback on Digital Plans (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will proficiently use digital tools and platforms to enhance no leftover practices in culinary operations, from meal planning to inventory management.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
<p>Introduce the various digital tools and platforms available for culinary arts, focusing on no leftover strategies.</p>	<ul style="list-style-type: none"> <li>• Slideshow, video and brochure of popular apps and platforms. Use our developed materials and your own with updates. There are ongoing updates..</li> </ul>



**TOPIC 11**  
**ASSIGNMENT**

# **DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS**

## **NORDIC & BALTIC CULINARY ARTS**

### **STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss how these digital tools can assist in meal planning, inventory management, and waste reduction.	Handouts, slides, video and brochure on no leftover digital tools and their benefits.

### **STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Demonstration of a digital tool or app, showing how to plan a no leftover meal.	Digital devices with the app installed.

### **STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm other ways that digital tools can help in achieving no leftover goals.	Flipchart for notes

**TOPIC 11**  
**ASSIGNMENT**

**DIGITAL APPS, PLATFORMS**  
**FOR NO LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Create a no leftover digital plan for a restaurant or event using the tools demonstrated.	Planning software or apps.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the digital plan in a simulated environment.	Simulation software or tools, video and brochure on the digital tools.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the digital plan and its implementation.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.



**TOPIC 11**  
**ASSIGNMENT**

# **DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS**

## **NORDIC & BALTIC CULINARY ARTS**

**QUESTIONS ON THE TOPIC:**  
**DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS**

1. What are the most popular digital apps in Denmark for food waste reduction?
2. How can Estonian chefs use online platforms to share no leftover recipes?
3. What role do digital apps play in Icelandic meal planning to avoid leftovers?
4. How can Latvian consumers use technology to track their food inventory and reduce waste?
5. What are the best digital tools for Lithuanian chefs to optimize ingredient usage?
6. How do Danish apps help connect consumers with leftover food from restaurants?
7. What role do online platforms play in Estonian food education about reducing waste?
8. How can Icelandic food bloggers use digital platforms to promote no leftover cooking?
9. What are the benefits of using AI in Latvian kitchens to minimize food waste?
10. How can Lithuanian families use meal planning apps to ensure no food is wasted?
11. How can Danish food delivery platforms help reduce waste by offering smaller portions?
12. What are the best digital resources for Estonian food professionals to learn about sustainability?
13. How can Icelandic restaurants use digital reservation systems to reduce food waste?
14. What are some innovative digital solutions for waste management in Latvian culinary arts?
15. How can Lithuanian food networks use social media to promote no leftover practices?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;





TOPIC 11  
ASSIGNMENT

# DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

**RESOURCES ON THE TOPIC:  
DIGITAL APPS, PLATFORMS FOR NO LEFTOVER CULINARY ARTS**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**APPLICATION: Too Good To Go: End Food Waste.** Available at [https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en\\_US&pli=1](https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en_US&pli=1)

**Video:** Intel Newsroom. (2022). How can restaurants use tech to reduce food waste?. Available at <https://www.youtube.com/watch?v=eiBamZfQn0I>

For more links to the useful applications, please review our brochure on Teaching and Learning Tools for NO LEFTOVER Culinary Arts.

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

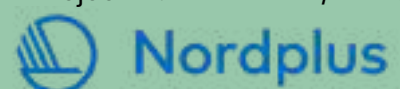
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**TOPIC 12**  
**ASSIGNMENT**  
**PROFESSIONAL NETWORK**  
**FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**



Photo: by PrarinyaNorn from PrarinyaNorn, Canva

Project ID: NPAD-2022/10049





**TOPIC 12**  
**ASSIGNMENT**

**PROFESSIONAL NETWORK**  
**FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

**Overview:**

Participants will explore the importance of professional networking in promoting no leftover practices within the culinary arts. The session includes practical exercises on building a network profile and connecting with industry professionals. Through discussions and group activities, participants will develop strategies to engage with and contribute to professional networks that support sustainable culinary practices, fostering collaboration and ongoing learning in the field.

**Agenda:**

- Introduction to Professional Networking in Culinary Arts (5 min)
- Discussion: Benefits of Networking for No Leftover Initiatives (5 min)
- Practical Session: Building a Network Profile (30 min)
- Development of Networking Strategies (10 min)
- Group Activity: Connecting with Industry Professionals (15 min)
- Presentation and Feedback on Networking Approaches (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will build and engage with professional networks that support ongoing learning, collaboration, and advocacy for sustainable, no leftover culinary practices.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the importance of networking within the NO LEFTOVER culinary arts community. Definition and importance of professional networks.	Overview video of NO LEFTOVER culinary arts community and networking benefits.

**TOPIC 12**  
**ASSIGNMENT**

**PROFESSIONAL NETWORK**  
**FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss the key benefits of networking for professional development and collaboration in culinary arts. Overview of professional networks and online platforms (LinkedIn, industry-specific forums, etc.).	Handouts with networking strategies and tips.

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Practical demonstration on how to use LinkedIn and other platforms for networking in culinary arts. o Hands-on Activity: Creating or refining a profile on a selected platform.	Computers, LinkedIn profiles, and other professional networking tools.

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm strategies for effectively engaging with NO LEFTOVER culinary professionals online and offline. Case Studies: Examples of successful networking in the culinary arts.	Flipchart for notes on networking strategies. Interactive Networking Exercise. Participants exchange contact information and discuss potential collaboration opportunities.





**TOPIC 12  
ASSIGNMENT**

**PROFESSIONAL NETWORK  
FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO  
LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a personal networking plan tailored to culinary arts with a focus on NO LEFTOVER principles.	Networking plan templates and tools.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the networking plan by connecting with professionals in a simulated or real online environment. Activity: Role-playing/networking scenarios—how to approach and connect with others in the field.	Access to a real or simulated online networking environment

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the networking plan and its implementation.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.



**TOPIC 12**  
**ASSIGNMENT**

**PROFESSIONAL NETWORK**  
**FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**QUESTIONS ON THE TOPIC:**

**PROFESSIONAL NETWORK FOR EDUCATORS, LEARNERS AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**

1. What are the key culinary arts networks available for educators in Denmark?
2. How can Estonian culinary professionals benefit from joining international networks?
3. What are the top networking platforms for Icelandic chefs and culinary educators?
4. How can Latvian culinary students connect with professionals through online networks?
5. What are the most valuable professional associations for culinary arts in Lithuania?
6. How can Danish culinary educators collaborate with their Baltic counterparts through professional networks?
7. What role does mentorship play in Estonian culinary arts networks?
8. How can Icelandic culinary professionals access global opportunities through networking?
9. What are the benefits of joining a regional culinary network for Latvian chefs?
10. How can Lithuanian culinary educators find resources and support through professional networks?
11. What are the best ways for Danish culinary students to build their professional networks?
12. How can Estonian chefs leverage networking events to advance their careers?
13. How do Icelandic culinary professionals share knowledge and best practices through networks?
14. What are some success stories of Latvian culinary professionals who have benefited from networking?
15. How can Lithuanian culinary schools partner with international networks to enhance education?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 12**  
**ASSIGNMENT**

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**PROFESSIONAL NETWORK**  
**FOR EDUCATORS, LEARNERS, AND PROFESSIONALS IN NO**  
**LEFTOVER CULINARY ARTS**

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**NORDIC & BALTIC CULINARY ARTS**

**RESOURCES ON THE TOPIC:**

**PROFESSIONAL NETWORK FOR EDUCATORS, LEARNERS AND PROFESSIONALS IN NO LEFTOVER CULINARY ARTS**

Check other resources and references in the brochures on the NO LEFTOVER traditional and contemporary recipes.

Please visit our digital brochure for more links on the professional networking IN NO LEFTOVER CULINARY ARTS "Teaching and Learning Tools for NO LEFTOVER Culinary Arts."

Check other resources and references in the brochures on the NO LEFTOVER traditional and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

# TOPIC 13

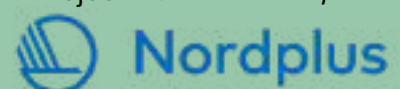
## ASSIGNMENT

### CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS NORDIC & BALTIC CULINARY ARTS



Photo: by ELEVATE from Pexels Canva

Project ID: NPAD-2022/10049







## TOPIC 13 ASSIGNMENT

# CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

Optional Length: 90 MINUTES

### Overview:

This session guides participants in creating a professional portfolio that showcases their expertise in no leftover culinary arts. Participants will learn about the essential components of a portfolio and engage in practical exercises to document their strategies, lesson plans, and achievements. Group activities will include peer reviews of portfolio elements, helping participants refine their presentations and ensure that their portfolios effectively demonstrate their skills and accomplishments in sustainable culinary practices.

### Agenda:

- Introduction to Portfolio Development (5 min)
- Overview of Essential Portfolio Components (5 min)
- Practical Session: Documenting No Leftover Strategies (30 min)
- Development of a Comprehensive Portfolio Plan (10 min)
- Group Activity: Peer Review of Portfolio Elements (15 min)
- Presentation and Feedback on Portfolios (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:** Participants will learn how to create a comprehensive professional portfolio that showcases their skills, experiences, and accomplishments as educators in culinary arts.

Participants will create a comprehensive, professional portfolio that showcases their expertise in no leftover culinary arts, including documented strategies, lesson plans, and achievements.

### STAGE: INTRODUCTION TO THE TOPIC (5 MIN)

What is a professional portfolio, and why is it important for educators? Introduce the importance of maintaining a professional portfolio as an educator in culinary arts.

Quick discussion on current portfolio practices among participants.  
Discussion: The benefits of maintaining a portfolio in the culinary arts.

Example portfolio showcasing key elements for culinary educators.

**TOPIC 13**  
**ASSIGNMENT**

**CREATING A PROFESSIONAL PORTFOLIO  
FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
<p>Discuss the essential components of a professional portfolio in culinary arts. Digital vs. Physical Portfolios Activity: Exploring tools and platforms for creating digital portfolios.</p>	<p>Handouts with a checklist of portfolio elements.</p>

**STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
<p>Demonstration on how to create and organize a digital portfolio, including selecting and uploading content.. Components of a Culinary Arts Portfolio. Presentation: Key elements to include (Resume, Philosophy of Teaching, Lesson Plans, Photos of Work, Certifications, etc.).</p>	<p>Portfolio-building software, sample portfolios, and digital content.</p>

**STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
<p>Brainstorm ideas for showcasing unique skills and experiences in the portfolio. Crafting Your Teaching Philosophy. Activity: Drafting a brief teaching philosophy statement.</p>	<p>Flipchart for notes on unique portfolio ideas. Show sample portfolios from culinary arts educators.</p>

**TOPIC 13**  
**ASSIGNMENT**

**CREATING A PROFESSIONAL PORTFOLIO  
FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a professional portfolio, focusing on key strengths and achievements in culinary arts education. Showcasing Work and Achievements. Hands-on Activity: Organizing and presenting photos, videos, and descriptions of culinary work.	Portfolio templates and design tools.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Present the portfolio draft to peers and receive feedback.	Presentation tools and feedback forms.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the portfolio and its potential improvements.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.



## TOPIC 13 ASSIGNMENT

# CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

### QUESTIONS ON THE TOPIC:

### CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS

1. What are the essential components of a professional portfolio for culinary educators in Denmark?
2. How can Estonian culinary educators showcase their teaching achievements in a portfolio?
3. What role does photography play in an Icelandic culinary educator's portfolio?
4. How can Latvian culinary educators demonstrate their expertise in traditional cuisine through a portfolio?
5. What are the best ways for Lithuanian educators to highlight their professional development in a portfolio?
6. How can Danish culinary educators use digital portfolios to reach a wider audience?
7. What are the key elements of a successful portfolio for Estonian culinary arts instructors?
8. How can Icelandic culinary educators incorporate student testimonials into their portfolios?
9. What are some creative ways for Latvian educators to present their culinary philosophy in a portfolio?
10. How can Lithuanian culinary educators effectively use video content in their portfolios?
11. What are the benefits of including lesson plans in a Danish culinary educator's portfolio?
12. How can Estonian educators use social media to complement their professional portfolios?
13. What are the best practices for Icelandic culinary educators when designing an online portfolio?
14. How can Latvian culinary educators showcase their cultural heritage in their portfolios?
15. What are the key trends in portfolio design for Lithuanian culinary arts professionals?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;





## TOPIC 13 ASSIGNMENT

# CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

### RESOURCES ON THE TOPIC:

### CREATING A PROFESSIONAL PORTFOLIO FOR EDUCATORS IN NO LEFTOVER CULINARY ARTS

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

Please visit our digital brochure for more links on the professional networking IN NO LEFTOVER CULINARY ARTS "Teaching and Learning Tools for NO LEFTOVER Culinary Arts." The hundred of resources mentioned there will help to create own portfolio and design it.

**Bowne, M. (2017).** Developing a Teaching Philosophy. The Journal of Effective Teaching. Vol. 17, No.3, 2017, 59-63. An online journal devoted to teaching excellence. Available at <https://files.eric.ed.gov/fulltext/EJ1175767.pdf>

**Boye, A. (Updated by Suzanne Tapp and Mitzi Ziegner, 2023).** WRITING YOUR TEACHING PHILOSOPHY. Available at [https://www.depts.ttu.edu/tlpdc/Resources/Teaching\\_resources/TLPDC\\_teaching\\_resources/WritingYourTeachingPhilosophywhitepaper-Revised2023\\_FINAL.pdf](https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/WritingYourTeachingPhilosophywhitepaper-Revised2023_FINAL.pdf)

**Escoffier.edu (n/d).** How to Make a Professional Culinary Portfolio. Available at <https://www.escoffier.edu/blog/culinary-pastry-careers/how-to-make-a-professional-culinary-portfolio/>

**highendchefs.com (2023).** Chef Guides, How to Become a Private Chef, How to Create a Chef Portfolio. Available at <https://highendchefs.com/chef-guides/how-to-create-a-chef-portfolio-a-10-step-guide-2/>

**www.urmc.ro. (n/d.)** Tips for Planning and Writing Your Educator Portfolio. Available at

<https://www.urmc.rochester.edu/MediaLibraries/URMCMedia/smd/academic-affairs/documents/educator-portfolio-instructions.pdf>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

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# TOPIC 14

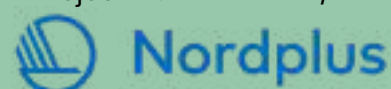
## ASSIGNMENT

### WASTE HANDLING IN NO LEFTOVER NORDIC & BALTIC CULINARY ARTS



Photo: by Antranias from pixabay, Canva

Project ID: NPAD-2022/10049





**TOPIC 14**  
**ASSIGNMENT**

**WASTE HANDLING**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

**Overview:**

Participants will learn advanced waste handling techniques to ensure kitchen operations align with sustainability goals. The session includes practical demonstrations of waste sorting, composting, and other methods to reduce overall waste production. Participants will develop comprehensive waste management plans tailored to culinary environments and engage in group activities to analyze and optimize waste reduction opportunities. Peer reviews will help refine these plans, ensuring they are effective and practical.

**Agenda:**

- Introduction to Waste Handling Techniques (5 min)
- Discussion: Sustainable Waste Management Practices (5 min)
- Practical Session: Demonstrating Waste Sorting and Composting (30 min)
- Development of a Waste Management Plan (10 min)
- Group Activity: Analyzing Waste Reduction Opportunities (15 min)
- Presentation and Peer Review of Waste Management Plans (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

**Learning outcome:**

Participants will implement advanced waste handling techniques, ensuring that kitchen operations align with sustainability goals and reduce overall waste production.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Introduce the importance of waste management in achieving no leftover goals.	Video and brochure on sustainable waste management in no leftover culinary arts





**TOPIC 14**  
**ASSIGNMENT**

# **WASTE HANDLING IN NO LEFTOVER CULINARY ARTS**

## **NORDIC & BALTIC CULINARY ARTS**

### **STAGE: UNDERSTANDING THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Discuss key waste management strategies, such as composting and recycling.	Video, brochure , handouts on waste management techniques for no leftover culinary arts.

### **STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Demonstration of waste management practices, such as sorting and composting.	Waste management tools and materials.

### **STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Research, analyse and brainstorm additional waste management solutions for a kitchen or restaurant.	E-notes, flipchart for notes, research database, video and brochure on leftover management and waste handling.



**TOPIC 14**  
**ASSIGNMENT**

**WASTE HANDLING**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Develop a comprehensive waste management plan for a kitchen or restaurant.	Planning templates and tools.

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Implement the waste management plan in a simulated environment.	Waste management tools and equipment.

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide feedback on the waste management plan and its implementation.	Feedback forms or digital feedback tools.

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Summarize the session's key points and introduce the next topic.	Closing slide. Use can use digital brochures, videos, own materials.



**TOPIC 14**  
**ASSIGNMENT**

**WASTE HANDLING**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**

**QUESTIONS ON THE TOPIC:**  
**WASTE HANDLING IN NO LEFTOVER CULINARY ARTS**

1. What are the most effective waste handling practices in Danish restaurants?
2. How do Estonian chefs manage food waste in their kitchens?
3. What are the regulations on food waste disposal in Icelandic culinary establishments?
4. How can Latvian schools reduce food waste through better waste handling practices?
5. What are the best practices for composting food waste in Lithuania?
6. How can Danish culinary schools teach students about sustainable waste handling?
7. What are some innovative waste management techniques used in Estonian culinary arts?
8. How do Icelandic restaurants collaborate with local communities to manage food waste?
9. What role does government policy play in waste handling in Latvian culinary arts?
10. How can Lithuanian restaurants reduce their environmental impact through better waste handling?
11. What are the benefits of food waste audits in Danish kitchens?
12. How can Estonian culinary professionals educate their teams about waste reduction?
13. What are the challenges of implementing zero waste practices in Icelandic restaurants?
14. How can Latvian culinary arts students learn about sustainable waste management?
15. What are the future trends in waste handling for Lithuanian culinary professionals?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 14**  
**ASSIGNMENT**

# WASTE HANDLING IN NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

**RESOURCES ON THE TOPIC:**  
**WASTE HANDLING IN NO LEFTOVER CULINARY ARTS**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**APPLICATION: Too Good To Go: End Food Waste.** Available at

[https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en\\_US&pli=1](https://play.google.com/store/apps/details?id=com.app.tgtg&hl=en_US&pli=1)

**CES Warren. (2024).** Reducing Food Waste. Available at

<https://www.youtube.com/watch?v=IhfXaekh04Y>

**European Commission.** Food Waste, Available at

[https://food.ec.europa.eu/safety/food-waste\\_en](https://food.ec.europa.eu/safety/food-waste_en)

**Video: Financial Times. (2020).** The restaurants moving towards zero waste | FT Food Revolution

. Available at <https://www.youtube.com/watch?v=QwLnbCQBqrk>

**Gunnerød, S. (2019).** No Waste Cooking – An Exploration of Politics as Redistribution of the Sensible. *Nordic Journal of Art & Research*, 8(1). Available at

<https://doi.org/10.7577/information.3634>, also at

<https://journals.oslomet.no/index.php/ar/article/view/3634>

**Kadri, K. et al. (2016).** Food Leftover Practices among Consumers in Selected Countries in Europe, South and North America. Available at

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5302397/>

**Nordic Council of Ministers. (2021).** Great taste-zero waste.

Available at

<https://norden.lv/en/projects/sustainable-development/great-tastezero-waste/>

**Nordic Council of Ministers. (2022).** Lets not waste food. ISBN 978-92-893-7407-1

PDF, ISBN 978-92-893-7408-8 ONLINE, Available at

<http://dx.doi.org/10.6027/nord2022-020> and <https://pub.norden.org/nord2022-020/#>

**Oklin. (2019).** Nolla – the first zero waste restaurant in the Nordic region. Available at <https://oklininternational.com/nolla-the-first-zero-waste-restaurant-in-nordic/>

**Video: Proverbs 31 Woman CIC. (2023).** 9 Ways restaurants can reduce food waste. <https://www.youtube.com/watch?v=8LFIPiZy-Xw>

**ReFed. (2018).** Restaurant Food Waste Action Guide. Available at

[https://refed.org/downloads/Restaurant\\_Guide\\_Web.pdf](https://refed.org/downloads/Restaurant_Guide_Web.pdf)

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

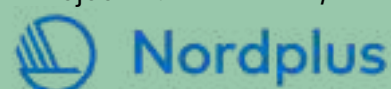
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**TOPIC 15**  
**ASSIGNMENT**  
**HEALTH ASPECTS**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**



Photo: by oliveshadow from Getty ImagesCanva

Project ID: NPAD-2022/10049







**TOPIC 15**  
**ASSIGNMENT**

**HEALTH ASPECTS**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**

Optional Length: 90 MINUTES

Overview: This session focuses on the health and safety standards within the no leftover culinary approach. Participants will learn how to balance sustainability with food safety and nutritional quality, ensuring that no leftover practices do not compromise health standards. Practical exercises will involve applying health-conscious cooking techniques to create no leftover dishes, with group activities and peer reviews ensuring that these practices meet both sustainability and health goals.

**Agenda:**

- Introduction to Contemporary No Leftover Recipes (5 min)
- Understanding Modern Culinary Trends in Nordic and Baltic Regions (5 min)
- Practical Session: Innovating Contemporary Dishes (30 min)
- Development of Fusion Recipes (10 min)
- Group Collaboration: Creating a Modern No Leftover Menu (15 min)
- Presentation and Peer Review of Dishes (15 min)
- Individual Feedback and Evaluation (5 min)
- Conclusion and Next Steps (5 min)

Learning outcome: Participants will ensure that no leftover practices meet health and safety standards, balancing sustainability with nutritional quality and food safety in culinary preparations.

**STAGE: INTRODUCTION TO THE TOPIC (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Briefly introduce the concept of "Health Aspects in NO Leftover Culinary Arts." Highlight the importance of minimizing food waste in culinary practices, both for health benefits and environmental sustainability.	Short PowerPoint presentation or infographic summarizing key points. • Flipchart or whiteboard for jotting down participants' initial thoughts.

**TOPIC 15**  
**ASSIGNMENT**

# HEALTH ASPECTS IN NO LEFTOVER CULINARY ARTS

## NORDIC & BALTIC CULINARY ARTS

### STAGE: UNDERSTANDING THE TOPIC (5 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide an overview of key concepts related to "NO Leftover Culinary Arts," including the health implications of reducing food waste, such as nutrient retention and food safety.	<ul style="list-style-type: none"> <li>• Handout or slides summarizing the health aspects of NO Leftover Culinary Arts.</li> <li>• Digital tools (e.g., Poll Everywhere, Mentimeter) for interactive questioning.</li> </ul>

### STAGE: UNDERSTANDING THE TOPIC IN THEORY AND PRACTICE (30 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
<p>Divide participants into small groups to discuss strategies for reducing food waste in both professional kitchens and home cooking, <b>with a focus on health benefits.</b></p> <p>Conduct a practical demonstration where a dish is prepared using techniques that minimize leftovers and retain nutritional value.</p>	<ul style="list-style-type: none"> <li>• Recipe cards or instructional videos showcasing no-leftover techniques.</li> <li>• Ingredients and cooking equipment for the demonstration.</li> </ul>

### STAGE: DEVELOPMENT OF THE TOPIC (10 MIN)

LEARNING ACTIVITY / TASK:	RESOURCES:
Facilitate a brainstorming session where participants develop their own strategies or recipes that incorporate the no-leftover approach, emphasizing health aspects.	<p>Flipchart or whiteboard for brainstorming.</p> <p>Access to online databases or cookbooks for inspiration.</p>



**TOPIC 15  
ASSIGNMENT**

**HEALTH ASPECTS  
IN NO LEFTOVER CULINARY ARTS**

**NORDIC & BALTIC CULINARY ARTS**

**STAGE: VALUE CREATION (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Have participants work in pairs or small groups to create a detailed plan or recipe that integrates no-leftover principles with a focus on maximizing health benefits.	Templates for recipe/plan development. Health and nutritional guidelines to reference during planning

**STAGE: VALUE CREATION + TESTING THE LEARNING OUTCOME (15 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Allow participants to test or simulate their no-leftover plans/recipes with health focus, either through actual cooking (if facilities are available) or through detailed walkthroughs with hypothetical scenarios.	Cooking facilities or simulation tools (e.g., cooking apps, recipe analysis software). Feedback forms or digital tools for peer assessment

**STAGE: INDIVIDUAL FEEDBACK AND EVALUATION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
Provide personalized feedback to each participant or group based on their performance during the practical activities.	Evaluation forms or digital tools for providing feedback. Reflective journals or notepads for participants to record their thoughts.



**TOPIC 15**  
**ASSIGNMENT**

# **HEALTH ASPECTS IN NO LEFTOVER CULINARY ARTS**

## **NORDIC & BALTIC CULINARY ARTS**

**STAGE: CONCLUSION (5 MIN)**

LEARNING ACTIVITY / TASK:	RESOURCES:
<ul style="list-style-type: none"><li>• Summarize the key points covered in the session, emphasizing the importance of the health aspects in no-leftover culinary practices.</li><li>• Briefly introduce the next unit or topic to be covered in the course.</li></ul>	<ul style="list-style-type: none"><li>• Summary slide or handout with key takeaways.</li><li>• Survey tools (e.g., Google Forms, paper surveys) for session feedback.</li></ul>





**TOPIC 15**  
**ASSIGNMENT**

# **HEALTH ASPECTS IN NO LEFTOVER CULINARY ARTS**

## **NORDIC & BALTIC CULINARY ARTS**

**QUESTIONS ON THE TOPIC:  
HEALTH ASPECT IN NO LEFTOVER CULINARY ARTS**

1. How can Danish chefs ensure nutritional balance in no leftover meal planning?
2. What are the health benefits of using all parts of an ingredient in Estonian cuisine?
3. How do Icelandic culinary professionals incorporate health considerations into no leftover practices?
4. What role does portion control play in maintaining health while minimizing waste in Latvia?
5. How can Lithuanian families create healthy meals using leftover ingredients?
6. What are the best practices for balancing flavor and nutrition in Danish no leftover dishes?
7. How can Estonian schools incorporate no leftover principles into their nutrition programs?
8. What are the health risks of reusing leftovers in Icelandic cuisine, and how can they be mitigated?
9. How do Latvian chefs ensure food safety when repurposing leftovers?
10. How can Lithuanian culinary arts promote health through no leftover cooking practices?
11. What are the nutritional implications of using food scraps in Danish cooking?
12. How can Estonian chefs create healthy and sustainable no leftover menus?
13. What are the key health considerations for Icelandic households when planning no leftover meals?
14. How can Latvian culinary educators teach students about the health benefits of minimizing food waste?
15. What are the strategies for maintaining food quality and safety in Lithuanian no leftover culinary arts?

Comment: these questions are provided in the set of session plans on the same topic.

Recommendation: You can always change the details of the questions: countries, type, etc;



**TOPIC 15**  
**ASSIGNMENT**

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# **HEALTH ASPECTS IN NO LEFTOVER CULINARY ARTS**

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## **NORDIC & BALTIC CULINARY ARTS**

**RESOURCES ON THE TOPIC:**  
**HEALTH ASPECT IN NO LEFTOVER CULINARY ARTS**

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

**Ferreira, S. (2018).** The Art of Cooking for Health: Culinary Medicine. Available at <https://nutrition.org/the-art-of-cooking-for-health-culinary-medicine/>  
Policastro, P., Brown, A. H., Camolo, E. (2023).

Healthy helpers: using culinary lessons to improve children's culinary literacy and self-efficacy to cook. Available at <https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2023.1156716/full>

Check other resources and references in the brochures on the NO LEFTOVER radiational and contemporary recipes.

# Summary of the 15 assignments plans

The 15 assignment series in NO LEFTOVER Culinary Arts covers sustainable practices to minimize food waste. Topics include sustainable sourcing, zero-waste menu planning, cooking techniques, and creative use of leftovers. Sessions also focus on food preservation, waste management, educating consumers, and measuring waste. Participants develop practical skills in networking, portfolio creation, and implementing NO LEFTOVER strategies in a business setting. The outcome is a comprehensive understanding and application of waste-reducing practices in culinary arts, enhancing both environmental responsibility and business efficiency, while fostering professional growth through networking and portfolio development.

Nordic/Baltic added value  
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**100% NO LEFTOVER**

Photo: by kazoka30 from Getty Images Pro, Canva.





## Conclusion

This digital brochure “Set of Assignments” for NO LEFTOVER Nordic/Baltic Culinary Arts’ as the part of the project NPAD-2022/10049 contains the 15 assignments with NO LEFTOVER concept from Denmark, Estonia, Latvia, Iceland and Lithuania with the descriptions, agendas, timing activities, and useful resources.

These assignments can be used for the professional and formal culinary arts studies and for amateur use and non-formal education.

The assignments can be used as the whole course and as the separate fragments. Each assignments can be used independently for any social activity and seminar. The developed resources: digital brochures and the videos can be used to support the assignments, and own resources can be added as well as these topics develop rapidly and get informative and resource and technical updates.

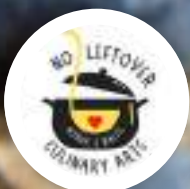
The assignments are closely linked to the session plans in the same topics, and therefore, contain the same questions - both for the educators and the learners who will use the assignments and the session plans.



Nordic/Baltic added value  
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**100% NO LEFTOVER**

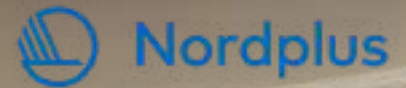
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Project ID: NPAD-2022/10049



## Authors and Contributors:

**Zvereva, Olga**, HOTEL SCHOOL Hotel Management College (Riga), project coordinator, setup, content and graphic design, concept, structuring, editing

**Pasnaka-Irkle, Inna**, HOTEL SCHOOL Hotel Management College (Riga)

**Paraukienė, Laima**, Vilniaus kolegija (Lithuania)

**Bjarnfridur Einarsdottir, Hansína**, STEP BY STEP CONSULTING (Iceland)

**Rafn, Jon**, STEP BY STEP CONSULTING (Iceland)

**Pels, Ruta**, MITRA (Estonia)

**Smulski, Aleksei**, MITRA (Estonia)

**Högnadóttir, Anna**, Com&Train (Denmark)







Project ID: NPAD-2022/10049



# SET OF 15 ASSIGNMENTS FOR LEARNING AND TEACHING IN NO LEFTOVER NORDIC/BALTIC CULINARY ARTS

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