

DIGITAL COURSE WITH TRAINING MATERIALS  
AND TOOLS FOR ADULT EDUCATORS

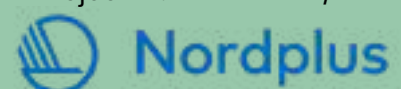
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**TOPIC 15**  
**ASSIGNMENT**  
**HEALTH ASPECTS**  
**IN NO LEFTOVER CULINARY ARTS**  
**NORDIC & BALTIC CULINARY ARTS**



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Project ID: NPAD-2022/10049





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**HEALTH ASPECTS**  
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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.



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## 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>



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**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.



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**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>



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# **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;



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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.