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# Sweet Taste of Innovation & Inclusion

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## **ARGUMENT**

Norms, traditions, values, ways of life and concepts are transmitted only through socialization, being necessary for the integration of the individual into the groups to which he belongs. So, socialization is the process by which a child learns the thinking, norms, values, ways of participating in social life, rationalizing possible consequences, responsibility and ultimately learning to become more mature. Socialization influences personality, transforming it, shaping it and helping it to adapt. In turn, personality influences socialization, thus building a pre-existing exchange between the two.

The partnership „SWEETS' TASTE ALONG EUROPE” aimed to facilitate the social inclusion by innovative tools and activities, based on cooking sweets, making sweets an important means to organize all our activities. We proved that socialization can be SWEET.

The project was a cooperation for innovation and exchange of good practices among 5 partners: Liceul Tehnologic Dumitru Motoc from Galati, Romania, Colegiul Tehnic Transilvania from Brasov, Romania, Sule Muzaffer Buyuk Mesleki ve Teknik

Anadolu Lisesi from Turkey, IPSSEOA from Italy and Bragamob Training Centre from Portugal, over a period of 32 months.

The project main aims were:

- increasing the social skills of students belonging to a target-group chosen from every partner by encouraging them to work in groups and by sharing results.
- enhancing the teachers' professional competence of setting-up and teaching by workshops on personal development and motivation.
- decreasing the schools' dropout rates by promoting learning to learn.

The project's main results, which we consider innovative by the idea they bring, that we can socialize, interact and communicate better by cooking and tasting sweets, are A Sweets' Booklet, An interactive Europe's Sweet Map, an "Innovation & Inclusion" magazine, "Social Inclusion and Personal Development. Best practices" e-book, videos made by students on the topics like personal events, sweets as friendship messengers, invitation to dinner and a glossary of ingredients and flavours/spices used to prepare sweets and desserts in the partner countries' cuisine

translated in English and then in each national language of the participant countries. Each partner contributed equally to the obtaining of the project results: apart from those already mentioned, a website and a Facebook project group were created, also 2 newsletters with results and activities, a CD Rom to spread the project's experience through a media delivery, flyers, booklets as dissemination means, questionnaires and interpretation of results where we could watch the progress, E-twinning upload, statistics about students' attendance and exam results and their participation in the school projects at the end of each year of project, promotional materials were made, interviews with students, a display corner in each partner institution.

The participants were 36 high school students from the 2nd and 3rd levels going to 3 learning and teaching activities in the partner countries: Galati, (Romania), Turkey and Italy and 16 teachers to participate in a

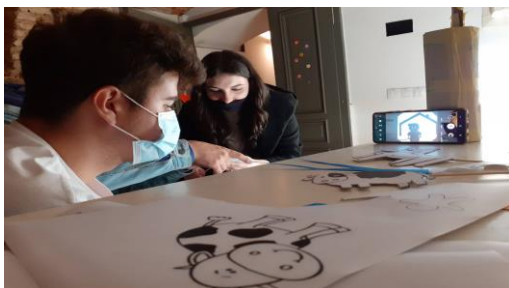
course in Portugal where they were trained to teach the students to become more socially competitive and adaptable. There were also 2 Project meetings, at the beginning of the project in Brasov, Romania and at the end of it in Portugal. Also, before each learning and teaching transnational activities for students in Catania - Italy, Galati- Romania and Manavgat-Turkey and before the course in Portugal we had an online meeting with all the local coordinators where we established all the details concerning the preparation, the planning and monitoring of the meeting. A minimum of approximately 300 students and of 40 teachers functioning as target groups were the beneficiaries of this partnership per total.

Project Coordinator, Bobocea Daniela

# INNOVATION IN SOCIAL INCLUSION & PERSONAL DEVELOPMENT

by teacher, Bobocea Daniela,  
Liceul de Turism și Alimentație Dumitru Moțoc, Galați, Romania

The Erasmus + project „SWEETS' TASTE ALONG EUROPE” was innovative because it intended to increase social inclusion skills both for teachers and students by activities that exploited traditional events and daily human life. By the activities proposed in the framework of this project, our goal was to diminish social exclusion on reasons of cultural, religious, ethnic, financial, educational differences. By involving students in common activities having as result pleasant products making (sweets, puppets, greetings, etc) we made them become much eager to accept differences, to think in a tolerant manner and to socialize.



For teachers - A training course made by the training centre provided teachers with strategies and tools that they used during the transnational learning activities (virtual and

real mobilities) and also during the local workshops. After the course, each participant spread in their own schools the information acquired and organises at least 3 workshops per total per school year. Each trained teacher was responsible for at least one workshop and involved other teachers to cooperate for the workshops and a set of social inclusion skills was achieved by the students this way.

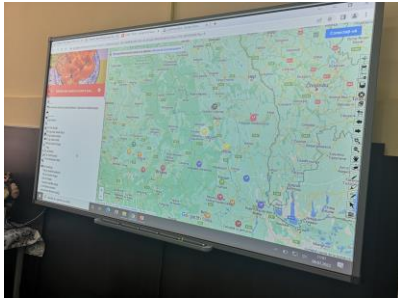
The project's main results, which we consider innovative by the idea they bring, that we can socialize, interact and communicate better by cooking and tasting sweets, and which can serve as didactic material are:



- A Sweets' Booklet



- An interactive Europe's Sweet Map,



- a glossary of ingredients and flavours/spices used to prepare sweets and desserts in the partner countries' cuisine

- Social Inclusion and Personal Development. Best practices ebook.

- the Kahoot game.

- Innovation and Inclusion magazine.

As the high degree rate of early school leavers, we need to come up with something new all the time and innovative all the time in the teaching and learning process. That was why we thought of blending their passion for cooking and serving to the acquiring of the socialization and personal development skills. We also used things that are known and loved by them, meaning the games and applications on the internet to make them socialize with the others.

Web 2 Tools were used mostly by both students and teachers at creating the project products, such as Canva (for logos, posters, presentations etc.), Storyjumper (for ebooks), PosterMyVall (posters, banners), WordArt (logo, design text), google docs and

quiz-maker (for voting and surveys), YouTube (video creation and uploading), Padlet (a posting wall), Linoit, Google Meet (meetings), PhotoFunia (calendars), Chatterpix and Voki (students' presentations), Publisher i Adobe spark, Collage Maker, animoto, VMEO, Kahoot, emaze (virtual exhibition) etc.

## INNOVATIVE ACTIVITIES OF SOCIALIZATION AND INCLUSION:

### Workshops:

*School without Bullying Say NO to intimidation!*

*Say No to Violence and Bullying in Schools!*

*The Power of Words!*

*How Do We Face Aggression and Harassment!*



### Local Project: "Bullying - the New Form of Violence"

#### Activities:

*Bullying. How Can we avoid it?*

*Stories, Games and Strategies on how to avoid the Bullying.*

*School without bullying!*

*Anti-bullying strategies.*

*Cyberbullying.*

### **Students' involvement in arts and creative extracurricular activities.**

All institutions organised European Languages Day, Easter, 1st March, Codeweek, Halloween or Christmas activities with exhibitions during the project time.



### **The Blindfold Game**

In this activity, blindfolded participants must rely on their partners to navigate an "obstacle course" within a room. This activity builds both communication and listening skills and trust.

People and Materials: Two or more people./ Place: Larger rooms, such as a conference room, work best for this activity. Furniture and other items that you can use as obstacles./ Time: 15-20 minutes.

Instructions: 1. Arrange the room by scattering furniture and other obstacles around it.

2. Divide team members into pairs and ask them to stand at one end of the room.

3. One person from each pair should put on the blindfold.

4. People then guide their blindfolded partners across the room, issuing instructions so that they don't bump into anything. They are not allowed to touch one another.

5. When a pair reaches the other side of the room, they switch roles and repeat the process.

Follow-Up: Talk with your team members about their experience of this exercise. Consider these questions: How did they have to communicate differently to guide their partners? When they were blindfolded, how did they change and adapt how they listened.



**Students in all institutions gave life to sweets -made characters in puppet shows, shaddow-theatre, or acted in cultural related plays.**



**Students also created flowers and characters from sugar pasta.**



**Examples of English language learner drama games for socialization:**

### **The Interview Game**

Have students pair up with someone who they don't know very well. Instruct students to take turns interviewing their partners for just a few minutes. Here are some sample questions (for younger kids, give no more than three):

What is your name?

What is your favorite hobby?

What is your least favorite food?

If you could travel anywhere, where would you go?

What is your favorite movie?

What are you afraid of?

What is your favorite season and why?

If you were stranded on a desert island, what one thing would you take with you?

If you could only have one food for the rest of your life, what would it be?

Encourage students to try and discover and remember as many details as possible. After they've interviewed each other, students can take turns in pairs going up onstage and introducing their partner.



## **Rhyme Pantomime**

Sit in a circle. One student says, "I'm thinking of a word that rhymes with cat." Anyone who thinks they may know the word may raise their hand. A person is chosen who goes into the middle of the circle. They DO NOT say the word, instead, they pantomime it. The others in the circle try and guess what the player is miming. It's important that students do not randomly call out rhyming words; rather, they should focus on what is being mimed. Once a student guesses correctly, she begins a new round with a new word.

### **GAME:**

#### **Make a Team With...**

In this activity, team members must act quickly to form small teams based on instructions that you shout out. This activity strengthens communication skills.

**People and Materials:** Any number of team members./ **Time:** 15 minutes.

**Instructions:** 1. Explain to participants that they will have to form a team based on the instructions that you shout out. For example, some instructions could include "Get into a team with people who have the same number of children as you" or "Get

into a team with people who like similar types of music to you."

2. Shout out instructions. People can shout out or sit down to signal that their team is "complete." Encourage people to work as quickly as possible. Repeat the exercise as many times as you want.

**Follow-Up:** Talk with your team about how this activity encouraged them to communicate. How could they learn to open up and communicate more effectively in work situations in the future?

Sources:

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# SOCIAL INCLUSION INNOVATIVE METHODS

By Michelina La Marca and Elvira Autieri

I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE

"LUIGI DE' MEDICI", from Ottaviano, Italy

Dear readers,

As a group of teachers and students of the VET school "L. de' Medici" in Ottaviano-Italy, have been very proud to take part in this project. All together we have been stimulated to do our daily activities better than ever in order to leave the results as heritage to the next students generations, in the field of teaching and learning.

After participating to the training course in Braga, the attending team has been careful to plan and organize activities and lessons

inspiring to what they learned during that course on Social inclusion and personal development.

Some of our classes activities, theoretically and practical, have started taking into account the perception of our students have about inclusion and exclusion. For this reason we have organized and implemented some workshops with different group-classes and with students belonging to different classes.

## Worksheet



# TEAM BUILDING

By Michele Prisco

**I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE  
"LUIGI DE' MEDICI", from Ottaviano, Italy**

As a cookery teacher and a pastry chef after the training in Portugal and the workshop about inclusion at school, I have realized to be very important to build a team working for the development, in the students involved in the Easmus activities, of the useful competences to include in the team students at drop out risk.

As the leader of the team working I had a great responsibility.

First of all I planned balanced moments of active and reflective activities.

Secondly some peer to peer sessions and one-to-one meetings between couples of schoolmates.

This was important to develop a sense of identity and responsibility, in the way to put the best qualities of each students in the

group, at the disposal for the achievement of the objectives.

In building this group the communication skills were very important, especially the non-verbal communication. Our weak students had to be encouraged with words and gestures at any time of the activities: the rule of thumb had its importance, pats on the back, smiling accompanied by gestures of consent to show approval in what they were preparing.



# INNOVATION IN THE KITCHEN

by Simone Schiavo e Gaetano D'avino

I.S.I.S.-ISTITUTO STATALE ISTRUZIONE SUPERIORE  
"LUIGI DE' MEDICI", from Ottaviano, Italy

To be part of the whatsapp group of the project Sweets' taste along Europe has been greatly motivated to be productive and creative. In Italy each region has got its cakes' tradition and all pastry chefs are working to remain in the tradition but be innovative at the same time.

So thanks to this and to the project we, as students of "Luigi de' Medici", with the help of our teachers,, have tried to innovate some sweets belonging to our tradition.

Me , Simone Schiavo, with the help of my pastry teacher, Rosalia La Marca, and a group of my schoolmates, have innovated the 'Delizia al limone', one of the Campania most popular desserts.

The recipe is a little complicated, we need:

sponge cake  
lemon cream  
flavoured cream  
crema pasticciera  
limoncello bath  
frosting

## Method

After to have prepared all the basic preparations:

Gently remove the sponge domes from the molds.

Return them to the molds for support.

Make a small hole in the base of each one.

Pipe a generous quantity of the filling (lemon cream) into each one.

Surplus cream will be used for the frosting

Remove from the molds again and transfer to a shallow tray.

Soak them with the limoncello bath.

Place them in the freezer for at least one hour.

Take the remaining filling.

Add 300g of the remaining whipped cream.

Mix well.

Add cold milk gradually. Mix until smooth.

Dip the sponge domes into the cream mixture.

Drain off excess and transfer to a plate.



Decorate with remaining whipped cream and mixed peel.

Refrigerate for at least 6 hours before serving.



To be innovative we have prepared the same basic cake using a filling and a frosting with pistachio flavour, that is mostly appreciated in this moment in our country



Here there are the two versions

While me, Gaetano, has been working at the pastiera napoletana, a very classic dessert of the neapolitan tradition. Also this recipe is quite complicated.

There are 2 basic preparations, a shortcrust



pastry and a ricotta and wheat cream. It is similar to a tart. Begin by making the pastry. Place the flour, sugar and butter in a bowl and rub together with your fingers until it has the consistency of breadcrumbs. Add the eggs and mix with your hands until combined and form a dough. Shape the dough into a ball, wrap in cling film, and place in the fridge for at least 1 hour to chill. Meanwhile, make the filling. Place the cooked wheat in a saucepan and add the milk, butter and lemon zest. Bring to the boil, then reduce to a simmer, stirring all the

time until cooked – this will take about 20–25 minutes. Remove from the heat and allow to cool completely.

Place the eggs in a bowl with the sugar and whisk until the eggs turn pale.

Place the ricotta cheese in a blender and blitz until it has the consistency of whipped cream. Add it to the eggs and sugar mixture, folding it in with a spatula.

Add the cooled wheat mixture, candied peel, orange flower water and the vanilla bean paste into the ricotta mixture. Stir together until combined and put to one side.

Preheat the oven to 160°C/gas mark 3 and butter a 24cm x 4cm cake tin.

Dust a clean surface with icing sugar and evenly roll out the pastry, carefully lining the cake tin. Prick the bottom with a fork and pour in the filling, trimming the pastry from the edges of the tin to leave a neat edge. Reserve any spare pastry to decorate and form into a ball.

Roll out the ball into an even layer. Using a pasta wheel, cut 8 strips long enough to be placed across the cake tin. Place 4 of them

across the top of the pastiera in one direction and then place the other 4 diagonally to create lozenge shapes.

Trim the edges of the strips against the edge of the tin and place the pastiera in the oven to bake for 1 hour. After this time, cover the top with a piece of tin foil and cook for another 30 minutes. Allow it to cool completely in the tin before carefully turning it out.

Serve the pastiera cold with a good quality Italian espresso coffee. It makes a lovely Easter breakfast, or an accompaniment for an afternoon tea.

I have worked on the presentation of the cake, instead to prepare a only cake I have prepared a mono-portion. I used the shortcrust pastry to prepare two biscuits and I put, using the sac a poche, a wisp of cream in the middle, and guarnishing the preparation with some pieces of candid fruit  
The two versions



# INNOVATIVE FUN GAMES AND ACTIVITIES

by Mariana Potopea

COLEGIUL TEHNIC TRANSILVANIA from Braşov, Romania

We have many activities carried out in our school that stimulated creativity and personal development, facilitating social inclusion for our students.

## 1. The Idioms Game

In this food idioms activity students learned to practice idioms commonly used in everyday life, especially in conversations connected with food. Besides this, they had the chance to carry out the activity in groups of four, exchanging opinions, helping one another to find solutions, learning how to listen and accept new ideas in order to succeed. In groups, the students had to match the idioms with their correct meaning and then fill in the gaps with the new idioms- **food for thought, whet my appetite, make your mouth water,**



**in the soup, turn my stomach, is not my cup of tea, as dry as a bone, sour grapes, casting pearls before swine, it's no use crying over spilt milk.**

## 2. The Fruit Basket

In this fun game a group of ten vocational school students were each assigned a chair and they chose a fruit. One player was left standing and he had to call out the name of two fruits or 'berries' or 'fruit basket'. The players assigned jumped up and tried to find a new seat. In the end a player was left without a seat, so he had to call out somebody else. The students were very involved and amused by this activity because it was funny and competitive. Setting goals was mentally stimulating and the desire for action and interaction with others made them realize that they are all fruits from the same basket.

# SWEETS IN DIVERSITY AND INCLUSION

Prof. ing. Enică Marilena

LICEUL DE ALIMENTAȚIE ȘI TURISM DUMITRU MOȚOC,  
GALAȚI, Romania

Incluziunea persoanelor care se confruntă cu bariere în calea accesului sau care au mai puține oportunități în educație, este un obiectiv-cheie al inițiativei Comisiei Europene în sensul construirii unui Spațiu european al educației, precum și al Strategiei UE pentru tineret și al obiectivelor europene pentru tineret.



Activitățile desfășurate în cadrul proiectului Sweets' Taste Along Europe au fost orientate spre viitor au contribuit la îmbunătățirea aspectelor deficitare încă persistente în ceea ce privește incluziunea socială.

Intensificarea solidarității, a cooperării constructive și a responsabilității comune a tuturor participanților angajați în demersul de asigurare a coeziunii și progresului

social, elevi și profesori, a reprezentat un element-cheie în desfășurarea activităților.

Prin realizarea de diferite preparate culinare de tip desert, în cadrul activității cu titlul „*Dulcele unește suflete*” elevi aparținând unei categorii de persoane vulnerabile, elevi proveniți din diferite medii sociale dezavantajate au reușit să dezvolte o atitudine pozitivă față de muncă.



Munca în echipă a fost importantă pentru fiecare membru component al acesteia. O bună comunicare, colaborare și completare între membrii echipei a dus la obținerea de rezultate rapide, calitative și cantitative, dezvoltarea punctualității, seriozității, responsabilitatea acestora și îmbunătățirea nivelului de răbdare la activități.





Mediul de lucru este și el un factor important în creșterea productivității membrilor echipei. Astfel spațiul modern, plăcut, primitor și o atmosferă pozitivă au făcut posibilă dobândirea de competențe

profesionale în domeniul alimentației, în cadrul activității cu titlul dezvoltarea abilităților pentru munca în echipă, gestionarea mai eficientă a frustrării și creșterea nivelului de autoconștientizare, acceptare personală și stimă de sine.

# POVEȘTEA DE SUCCES A ALUATULUI FOITAJ

*Autori:      prof. Grecu Mihaela  
                  prof. Obreja Anișoara  
                  prof. Șchiopu Luminița*

**LICEUL DE ALIMENTAȚIE ȘI TURISM DUMITRU MOȚOC,  
GALAȚI, Romania**

Aluatul foitaj, cu o întreagă poveste în spate, realizat prima dată poate din greșeală, poate fi folosit cu succes în cele mai originale creații culinare, la cele mai sofisticate deserturi. Preparat din ingrediente simple este perfect pentru produse de patiserie atât dulci, cât și sărate, este folosit în combinație cu creme, fructe sau ciocolată pentru a potența aroma acestora.

Istoria clasicului foitaj începe în secolul al 17-lea, mai exact în anul 1645 pe teritoriul Franței. Tatăl cofetarului Claude Gelée trebuia să țină un regim strict pentru boala sa, regim care îi permitea să consume doar făina, unt și apă. Claude Gelée a creat foitajul doar din cele trei ingrediente. Rezultatul a fost un succes.

Inițial, aluatul se frământă doar din făină și apă. Apoi se încorporează untul,

împachetând aluatul succesiv, pentru a forma straturi uniforme de făină și grăsime. În cuptor, apa absorbită de făină se evaporă. Astfel, aburii ridică straturile de aluat, care se desprind datorită untului dintre ele. În final, produsul copt va avea o structură foarte aerată. Pentru prepararea aluatului foietaj, temperatura de lucru este un factor important care poate afecta produsul finit.

Pentru obținerea unui foitaj de calitate trebuie folosită o făină cu un grad de extracție ridicat de 30% și un conținut de gluten umed între 24 – 32%, care trebuie să fie bine legat, elastic și deschis la culoare. Grăsimea folosită trebuie să aibă un conținut normal de umiditate, de maxim 30% și un conținut corespunzător de grăsime de 70% și este utilizată în aceeași proporție cu făina. Oțetul se adaugă pentru a mări vâscozitatea aluatului. Apa folosită asigură formarea

aluatului prin procesul de hidratare a amidonului și a proteinelor din făină, favorizează procesul de afânare și desprinderea foilor. Se recomandă utilizarea apei reci la prepararea aluatului, la temperatura de 6–8 °C.

Caracteristica acestui tip de aluat este frământarea în doi timpi, primul la turație mică, pentru amestecarea componentelor, iar în al doilea timp are loc frământarea propriu-zisă pentru obținerea unui aluat consistent și omogen.

După prepararea aluatului are loc divizarea acestuia în bucăți de maximum 1 kg, bucăți care se modelează manual în forme rotunde. La suprafață se crestează în forma de X.

Aluatul se acoperă cu un tifon umed pentru a evita uscarea la suprafață și se lasă în repaus 20-30 minute (odihna aluatului). Prepararea foitajului diferă în funcție de momentul obținerii produsului finit.

Aluatul se întinde în formă de romb, lăsându-i mijlocul mai gros. Deasupra se așează grăsimea, care trebuie să aibă aceeași consistență cu aluatul.

Turarea sau laminarea aluatului se realizează prin presare ușoară cu merdeneaua, pentru repartizarea grăsimii în

strat uniform în interiorul aluatului, timp în care se și subțiază. Se întinde apoi cu merdeneaua sau se introduce în laminar sau în mașina de foietat, până se asigură grosimea de 1 cm. Foaia obținută se perie la suprafață pentru îndepărtarea surplusului de făină folosit la întindere și se împătorește în patru, efectuând astfel, prima turare. Se lasă la rece minimum 30 minute la temperatura de 0...4 °C, după care se repetă operația de întindere și împăturire, încă de trei ori, la intervale de 30 de minute, în așa fel încât fiecare foaie să fie întinsă de 4 ori și împăturită de fiecare dată în patru.

Dar acum să trecem la partea practică. Vă prezentăm rețeta de *Trandafiri din mere înfoitaj (Apple roses in Puff Pastry)*. Pentru această rețetă avem nevoie de: 3-4 mere roșii, 2 ouă, 1 lămâie, 100 grame de zahăr, 1 lingură de scorțișoară, 1 foaie de foietaj de 800 de grame.

Vom începe cu lămâia pe care o tăiem în două și stoarcem zeama într-un bol plin cu apă. Tăiem merele în două, scoatem cotorul, feliem fiecare jumătate în felii cât mai subțiri și egale posibil. Feliile de mere se vor lăsa în bolul cu apă și lămâie până la modelare. Zahărul și scorțișoara se amestecă

într-un bol. Ouăle se bat cu o furculiță într-un bol.

Pe blatul de lucru se presară puțină făină și se așează foaia de aluat. Aluatul se va întinde puțin cu merdeneaua, se taie în fâșii late de 4-5 cm, se unge cu oul bătut, se presară zahărul cu scorțișoara. Pe fiecare fâșie de aluat se așează felii de mere și se rulează. Fiecare rulou obținut se așează în tăvi sau forme pentru brișe. Se presară cu zahăr și scorțișoară și se introduce în

cuptorul preîncălzit la 200-220 grade Celsius, timp de 35-40 minute.

Și iată rezultatul final:

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# LEADERSHIP-UL ȘI ARTA INCLUZIUNII ÎN PROMOVAREA EGALITĂȚII DE ȘANSE

Prof. ing. Marian Pavel

LICEUL DE ALIMENTAȚIE ȘI TURISM DUMITRU MOȚOC, GALAȚI, ROMANIA

Incluziunea pentru promovarea egalității face referire la respectarea statutului fiecărui om și drepturilor acestuia în societate, care trebuie să aibă oportunitatea de a participa în mod relevant la viață și de a se bucura de un tratament egal cu ceilalți.

În cadrul proiectului Sweets' Taste Along Europe au fost desfășurate o gamă largă de activități, în care elevii au învățat că incluziunea reprezintă șansa fiecărui om de a participa activ la dezvoltarea personală și crearea unui mediu favorabil, fiind solidari cu toți membrii echipei alături de care lucrează.



Astfel, în cadrul uneia dintre activități și anume *Fibrele alimentare în*

*culori*, echipa de elevi a Liceului de Turism și Alimentație "Dumitru Moțoc" Galați, ce a realizat desertul "Salață de fructe", a avut ca lider o elevă cu cerințe educaționale speciale, aceasta demonstrând abilități și deprinderi extraordinare, dar și o formă de integrare reușită în cadrul echipei sale.

S-a demonstrat că, întreaga echipă a conlucrat la realizarea preparatului, au comunicat eficient, respectându-se cerințele de obținere a desertului și deciziile liderului.



Succesul integrării a putut fi realizat numai prin funcționarea unor parteneriate autentice la nivelul instituțiilor, cu o implicare activă și empatică a elevilor, cadrelor didactice, părinților și a comunității locale.

# PSYCHOLOGICAL BENEFITS OF COOKING SWEETS WITH OTHERS

by Daniela Bobocea LTA D. Motoc, GI.  
Onur Arslan, Sule Muzaffer Buyuk Mesleki ve Teknik Anadolu Lisesi

Socialization, purpose, belongingness, and closeness are just a few of the many benefits that come from cooking with others. In fact, research has shown that cooking with others can improve your life in many ways. In addition to increasing your sense of happiness, cooking together with others can lower your risk of depression. And, cooking can even make you healthier! All of these benefits are a great reason to learn how to cook with others!

## 1. Socialization

Cooking with others has many benefits, ranging from a sense of camaraderie to increased health. Cooking is a social activity, so a person can make new friends and improve their self-esteem by cooking together with others.

## 2. Purpose

The purpose of cooking with others is not only to provide food for the hungry but also to strengthen bonds with the people you share the meal with. Besides, cooking

together can also improve your self-esteem and boost your confidence.

## 3. Belonging

Food and social interaction are fundamental expressions of belonging, yet their relationship is not always clear. For some students, food is a source of anxiety and isolation, or an ostracizing factor. For students with additional needs, such as social and economic disadvantages, or those with eating disorders, food is an impediment to belonging. Understanding this relationship will require further research and sociocultural nuances. Nonetheless, a good way to begin is with a simple question: what is belonging?

## 4. Closeness

In studies, the social activities of eating, cooking, and drinking together have been linked with higher self-esteem, increased social support, and closer relationships. Especially, evening meals with laughter can enhance the closeness of relationships. The

effects of the social activities on the closeness of relationships were independent of age, sex, or relationship status.

### **5. Emotional well-being**

Aside from being rewarding, cooking can also enhance emotional well-being. Cooking with others can improve relationships and build group confidence. It can also boost concentration, reduce stress, and increase overall wellbeing.

### **6. Learning new tastes**

Cooking with children can help them learn new tastes and discover new foods. Similarly, the early education of children about different flavors and foods can help them prevent certain diseases. Children can begin to appreciate new flavors while cooking with their parents or siblings. Moreover, cooking together with other people can help improve the health of all family members. There are many ways to



learn new tastes and enjoy cooking with children.

### **7. Reconnecting with memories**

There are several psychological benefits of cooking together with others. Cooking brings people closer, allowing them to reconnect with their past. Food can transport people to a past time or connect them with a distant family member. Scientists have hypothesized that cooking with others can help treat depression. In addition to being a physical activity, cooking allows individuals to practice mindfulness and provide care for others. However, it also provides an opportunity to connect with memories that are personal and precious to them.

(Source:

<https://vanillablossom.com/blogs/news-updates/psychological-benefits-of-cooking-with-others>)

In Turkey, students socialized while cooking sweets. They learnt how sweet interaction and socialization can be!

## ŞEKERPARE

### INGREDIENTS

100 GRAMS BUTTER 1 EGG ½CUP OF SEMOLİNA 1 CUP OF SUGAR 1 PACKAGE BAKİNG POWDER 1 PACKAGE VANİLLA EXTRACT 2 CUPS FLOUR: FOR SYRUP: 2 CUPS SUGAR 3 CUPS WATER

### RECİPE

- Melt the butter and pour it into our bowl, pour the egg and sugar over it and whisk for 2-3 minutes, then semolina, flour, baking powder and vanilla. •We put it, we knead the dough • Let the dough stand for 15 minutes and then stack it in small balls on the tray. • Then we put walnuts on them • 30-35 ° C in a preheated 180 degree

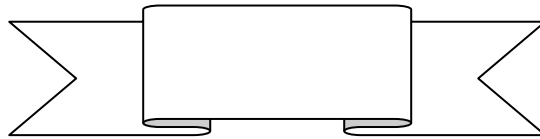
oven.we cook • 2 glasses of sugar and 3 glasses of water in a saucepan we put and mix • When it starts to boil, we take it out of the oven • We pour over the cookies • You can serve it after the syrup is absorbed well.





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