

ERASMUS+ PROJECT (2023-2-HU01-KA210-VET-000177733)

Title:

„Promoting regional agriculture and hospitality as complementary and mutually supportive sectors for vocational students and trainers”

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ERASMUS+ PROJECT

(2023-2-HU01-KA210-VET-000177733) –

**PROMOTING REGIONAL AGRICULTURE AND
HOSPITALITY AS COMPLEMENTARY AND
MUTUALLY SUPPORTIVE SECTORS FOR
VOCATIONAL STUDENTS AND TRAINERS**



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INNOVATIVE, PRACTICE-
ORIENTED, DIGITAL,
PROJECT-BASED TEACHING
MATERIAL, THAT
PROMOTES
ENVIRONMENTAL AND
ECOMONIC
SUSTAINABILITY,
ENCOURAGES REAL
COOPERATION BETWEEN
AGRICULTURE AND
TOURISM-HOSPITALITY
SECTORS.

PREPARED BY THE
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Introduction

The Hungarian National Gastronomic Association has developed a digital teaching material that- through innovative digital content- educates students and trainers in agricultural and hospitality training on project-based thinking, environmental awareness, and respectful, economically sustainable practices.

Through realistic project tasks, students can acquire a mindset that is essential both in their professional careers and everyday life. The project task enables students to collaborate with businesses and use their creativity, receiving feedback on their ideas about how to encourage real cooperation between local agricultural businesses and hospitality businesses.

To complement the project work, printed workbook has also been created. For access to the workbook, please feel free to contact the colleagues of the Hungarian National Gastronomic Association at titkarsag@mngsz.com.



Project work data sheet

Hand in Hand – Cooperation model - Multidisciplinary project

SUGGESTED AGE: 15-18 years (vocational and technical schools, grades 10., 11.)

WHICH SUBJECTS CAN THE METHODOLOGY BE LINKED TO?

Sector: Tourism and Hospitality	Sector: Agriculture and Forestry
Profession: waiter-catering technician, chef technician, chef, waiter-catering	Profession: agricultural technician
Initial basic subjects: Basic knowledge of production, sales, and tourism <i>Course content:</i> Fundamentals of food preparation Basics of restaurant sales Basics of tourism and accommodation activities (visiting relevant locations is recommended during the training)	Initial basic subjects: Professional foundation, Visits to professional businesses, Visits to professional institutions, Visits to professional companies, Specialized practical training in schools Specialized practical training in farms, Specialized practical training in training centres
Professional training: Business Management and protocol Food presentation <i>Course content:</i> Use of seasonal ingredients, Procurement, inventory management, Starting a business	Professional training: Agricultural business knowledge <i>Course content:</i> Basic economic and financial concepts Concepts related to agricultural businesses and activities, entrepreneurship knowledge Marketing, sales, procurement and inventory management of agricultural businesses and products European Union knowledge, common agricultural policy

LEARNING GOALS

Development of project-based approach and entrepreneurial mindset	Students should be able to identify complex problems and solve them creatively and in structured way using a project-based learning method. Students should develop skills in teamwork and sharing responsibility.
Acquiring an environmentally conscious mindset and sustainable practices	Students should recognize the environmental impacts of agricultural and hospitality activities. They should acquire sustainable operation models, such as short supply chains, the principle of seasonality, and methods for waste reduction and recycling. They should be able to make environmental-friendly decisions in daily operation as well as in long-term planning.
Understanding ethical, humane and economically sustainable business models	Participants will learn how to balance operations that support local communities with economic sustainability. They will become familiar with the principles of ethical business development (e.g.: fair trade, employee well-being, social responsibility). They should be able to make value-based decisions instead of focusing just on short-term profit maximization.
Conscious and creative use of digital tools	Students will have a better understanding of how to use digital tools (e.g. presentation and design software). Their digital communication and presentation skills will improve.
Practicing interdisciplinary thinking and collaboration	The student should be able to collaborate with mates arriving from different training sectors (agriculture, tourism, hospitality). They will learn to recognize and take advantage of the synergies in collaboration between sectors. They will become open to innovation, creative solutions, and lifelong learning.

DURATION:

6 session, 12X45 minutes in the classroom (the duration of lessons may vary by country)

LIST OF THE DEVELOPED COMPETENCES:

- learning competence
- digital competence
- communication competence
- presentation competence
- personal and social competence (inclusive education)
- creative expression and cultural diversity competence
- innovation and entrepreneurial competence
- sustainability competence (environmental awareness)
- cooperation competence

Ability, Skill	Knowledge
Tourism and Hospitality Sector	
Creates and edits tables and text documents related to hospitality.	Proficiently uses basic office software, including spreadsheet and word processing programs.
Gathers and organizes information related to hospitality and tourism.	Can effectively use internet browsers and social media platforms for information collecting.
Creates and edits tables and text documents related to hospitality.	Basic IT knowledge, familiarity with word processing and spreadsheet software.
Familiar with and applies innovations related to their profession.	Familiar with professional journals and online sources and able to filter the content available there.
Agriculture and Forestry Sector	
Performs professional sector-specific activities.	Basic agricultural knowledge
Visits professional businesses, institutions and companies	Familiarity with professional businesses, institutions and companies.
Visits professional businesses, institutions and companies	Knowledge of concepts related to agricultural businesses and activities.

Process of the project work

Required preparatory work for trainers:

The application of the project work in one's own teaching practice requires preparatory work.

Preparatory tasks:

1. Identify a sufficient number of agricultural and hospitality businesses based on the group size (e.g. dual partners of the institution), inform them in advance, and involve them in the students' project work.
2. Organize students into groups of 3-4, depending on the class or group size.
3. Match businesses to the formed group.
4. Create a Padlet platform (instructions available in Annex 7).
5. Create Google accounts for students to send emails (if the institution uses Classroom or other email sending software, this step is not necessary).
6. Create a Google Drive folder in the Gmail Account for uploading documents (if Classroom is available, project materials and guidelines can be shared there, making a separate Google Drive folder unnecessary)
7. Prepare Google Forms and distribute the links to students via email (questionnaire content is available in Annex 3).
8. Use Kahoot for quizzes (login instructions and correct answers are available in Annex 7).

Description of the project work:

1. **First session:** 2X45 minutes
Introduction to the Padlet platform and providing email access (if necessary)
Matching businesses with group
Collecting information about the region using the worksheet (products, services)
Collecting information about the businesses using the worksheet (economic aspects, product range etc.)
Presentation of the Italian instructor video
Homework: complete the tasks at home if necessary
2. **Second session:** 2X45 minutes
Presentation of the collaboration project flowchart

Each group writes and sends an introduction letter to the companies
Completion of a basic Google Form, customized with updates, group-specific questions, distribution and setting of a return deadline

Homework: review and analyse the responses received from the companies

3. **Third session: 2X45 minutes**

Creation of a problem map: at this stage, student groups start to work in collaboration (1-1 agriculture-tourism group together) Questions can be divided between them (the teacher may provide suggestions)

Presentation of the Hungarian tutorial video

Homework: reflect on potential opportunities for cooperation between agricultural and tourism companies)

4. **Fourth session: 2X45 minutes**

Presentation of ideas based on the homework assignment, with teacher guidance, one selected idea will be developed in detail (evaluation criteria will be provided during the session – e.g. economic, sustainability, marketing aspects.) Groups choose their preferred format for presenting the idea (e.g. infographic, short video, PowerPoint, etc.)

5. **Fifth session:** is dedicated to presenting the developed ideas to the other groups. Each two groups who collaborated in elaborating the cooperation proposal present the idea to the mates together.

6. **Sixth session:** Sending the completed material to the businesses. Evaluation by the students and the teachers (difficulties, suggestions.)

Closing:

1. Further use of workbook
2. Evaluation

Lesson plans

Lesson plan – 1st session.

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Greeting students, explaining the schedule of the different sessions	0-5	frontal teaching	laptop, projector, PPT	Joint online login of cooperating group – if needed. Trainers' presentation (PPT)
Introduction of the project work	6-15			
Group formation, selecting group leaders	16-26	randomly, or trainer guided		Formation of group of 3-4 students from those studying hospitality and agriculture, depending on the number of students (3-4 students per groups) Within the groups students take on different roles (economic specialist, marketing specialist, chef etc.) which will be important during the role-playing exercises. Assigning the roles.
Introducing the Padlet platform	27-37	frontal teaching	pc or laptop	One student per group responsible for uploading to Padlet or tasks distributed by trainer
Providing group e-mail addresses and access	38-45	frontal teaching	pc or laptop	One student per group responsible for Padlet uploads.
Break				

Pairing businesses with groups	15-20	random or teacher guided		Businesses chosen by professional trainer.
Collecting information about the region	21-30	teamwork	worksheet in annex, laptop	Completed worksheet must be uploaded to Padlet
Collecting information about the businesses	31-40	teamwork	worksheet in annex, laptop	Completed worksheet must be uploaded to Padlet
Explanation of the homework	41-45	frontal teaching		Finishing the two tasks and uploading the documents on Padlet platform (if it was not done on the lesson)

Lesson plan – 2nd session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Checking the homework on the Padlet platform	0-10	teamwork	laptop, projector	The groups uploaded the completed worksheets to the Padlet in PDF format.
Presentation of the Italian instructional video	11-20	frontal teaching	projector with voice!!	
Video analysis – students play Kahoot in groups	20-30	teamwork	one laptop per group	The questions appear on the Kahoot platform. The link to the Kahoot platform is available in the instructor's PPT. Trainers need to enter to the Kahoot system (instruction in Annex 7).
Presentation of the cooperation flowchart	30-42	frontal teaching	one laptop per group	Available in the PPT of the trainer. Description available about the cooperation flowchart in Annex 4.
Answering the questions that have arisen.	33-45			
Break				
Preparing a group introduction letter (template available for student in Annex 9).	0-25	teamwork		Before sending the letter to the companies, questionnaire link needs to be prepared with the completion of the questions asked from the companies (next step)
Completing and customizing the	26-40	teamwork		After the completion of the questionnaire,

Google Form questions to fit the specific businesses				link needs to be copied in the letter, then it can be sent from the email account previously chosen by the trainer (classroom/Gmail/etc.)
Explanation of the homework	41-45			Check the responses of the companies received on the questionnaire

Lesson plan – 3rd session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Reviewing the responses received on the questionnaire.	0-20	teamwork		The students working in groups act as representatives of the businesses. In each company there are different roles (e.g., for a hospitality business: financial manager, chef, marketing specialist; for an agricultural business: managing director, purchaser, etc.).
Introduction of an example for Problem Map / Value Map	21-25	frontal teaching		The example is available in the PPT.
Creating the Problem map / Value map	26-45	teamwork	wrapping paper, coloured markers, or IT tools	Each group discusses, based on the received responses, what problems and best practices appear in the given businesses. They graphically represent the problem/value map.
Break				
Pairing the businesses	1-15	frontal teaching		At this session, students from the two sectors work together. The trainers form the hospitality-agriculture pairs.
Role-play, case study	16-45	teamwork		The students represent the businesses. Based on the received responses, they discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the

				group work, supporting the students in their activities.
Homework explanation – exploring cooperation opportunities and ideas.	36-45			Continue at home if needed

Lesson plan – 4th session.

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Presentation of the Hungarian instructional video	0-20	frontal teaching	laptop, projector with voice!!	
Video Analysis – Students play the Kahoot in groups.	21-30	teamwork		The questions appear on the Kahoot platform. The link to the Kahoot platform is available in the instructor's PPT. Trainers need to enter to the Kahoot system (instruction in Annex 7).
Explanation of solutions	31-35			
Continuation of the role-play	36-45			The students represent the businesses. Based on the received responses, they discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the group work, supporting the students in their activities.
Break				
Continuation of role-play	1-15			The students represent the businesses. Based on the received responses, they

				discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the group work, supporting the students in their activities.
Evaluation of group work	16-25			The hospitality and agriculture trainers jointly evaluate the ideas and together with the groups select one idea, which the given group then develops in detail.
Detailed development of the cooperation model	26-45			Students choose how to present the developed cooperation proposal (e.g., ppt, infographic, video, etc.).

Lesson plan – 5th session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Detailed development of the cooperation model by each group using an individually chosen method (e.g., infographic, ppt, video).	1-45	teamwork		The trainer participates as a mediator during the group work, supporting the students' activities.
Break				
Detailed development of the cooperation model by each group using an individually chosen method (e.g., infographic, ppt, video).	1-45	teamwork		The trainer participates as a mediator during the group work, supporting the students' activities.

Lesson plan – 6th session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Presentation of the completed material by each group.	1-45	teamwork		The group members representing the paired hospitality and agricultural enterprises jointly present the developed idea. Option: representatives of the businesses involved in the project may be invited to the presentation session.
Break				
Sending the completed material to the businesses.	1-20	teamwork		From the group's email account.
Evaluation	21-45			The students evaluate the project work by filling out a questionnaire.

Annexes

1. Annex 1: Trainer PPTs
2. Annex 2: Tutorial videos on cooperation models (Italian and Hungarian)
3. Annex 3: Questionnaire samples for agricultural and hospitality businesses
4. Annex 4: Cooperation model flowchart
5. Annex 5: Lesson plans
6. Annex 6: Student guides for platform handling
7. Annex 7: Trainer guides for platform use and other
8. Annex 8: Worksheets for collecting information
9. Annex 9: Official letter templates

Promoting regional **agriculture** and **hospitality** as complementary and mutually supportive sectors for vocational students and trainers



H A N D I N H A N D
cooperation



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Promoting regional **agriculture** and **hospitality** as complementary and mutually supportive sectors for vocational students and trainers



1st session



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What will we do?

Regional Agriculture and Hospitality Cooperation



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Let's form the groups!

Hospitality companies

- procurement
- storage
- production
- sales
- marketing

Agricultural companies

- production/breeding
- sales
- marketing



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What is the Padlet platform?

Trainer needs to insert here the QR code and the link of the
Padlet platform



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Assignment of group email addresses

Name	Email address	Password
A1		
A2		
A3	To fill out when creating Gmail accounts	
H1		
H2		
H3		



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Hospitality companies



Trainer needs to insert here the names and contact details of
companies with images



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Agricultural companies

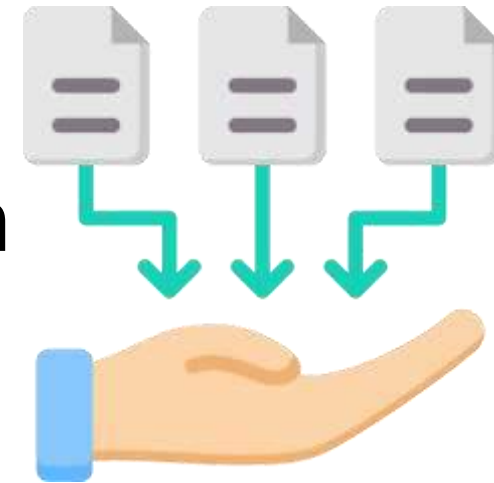


Trainer needs to insert here the names and contact details of
companies with images



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Collecting information about the given region



Worksheet available: on the group's Google Drive/sent by mail



Where can you look for the answers?



Where to put the answers? - Padlet platform



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Collecting information about the given company



Worksheet available: on the group's Google Drive/sent by mail



Where can you look for the answers?



Where to put the answers? - Padlet platform



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2nd session



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Homework check on the Padlet platform

Trainer needs to insert here the QR code and the link of the
Padlet platform



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Let's view the Italian tutorial video!

<https://youtu.be/faiz0j67EWc>



AZIENDA AGRICOLA BIO
FLORIDDIA



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Kahoot game

QUIZ!
time!



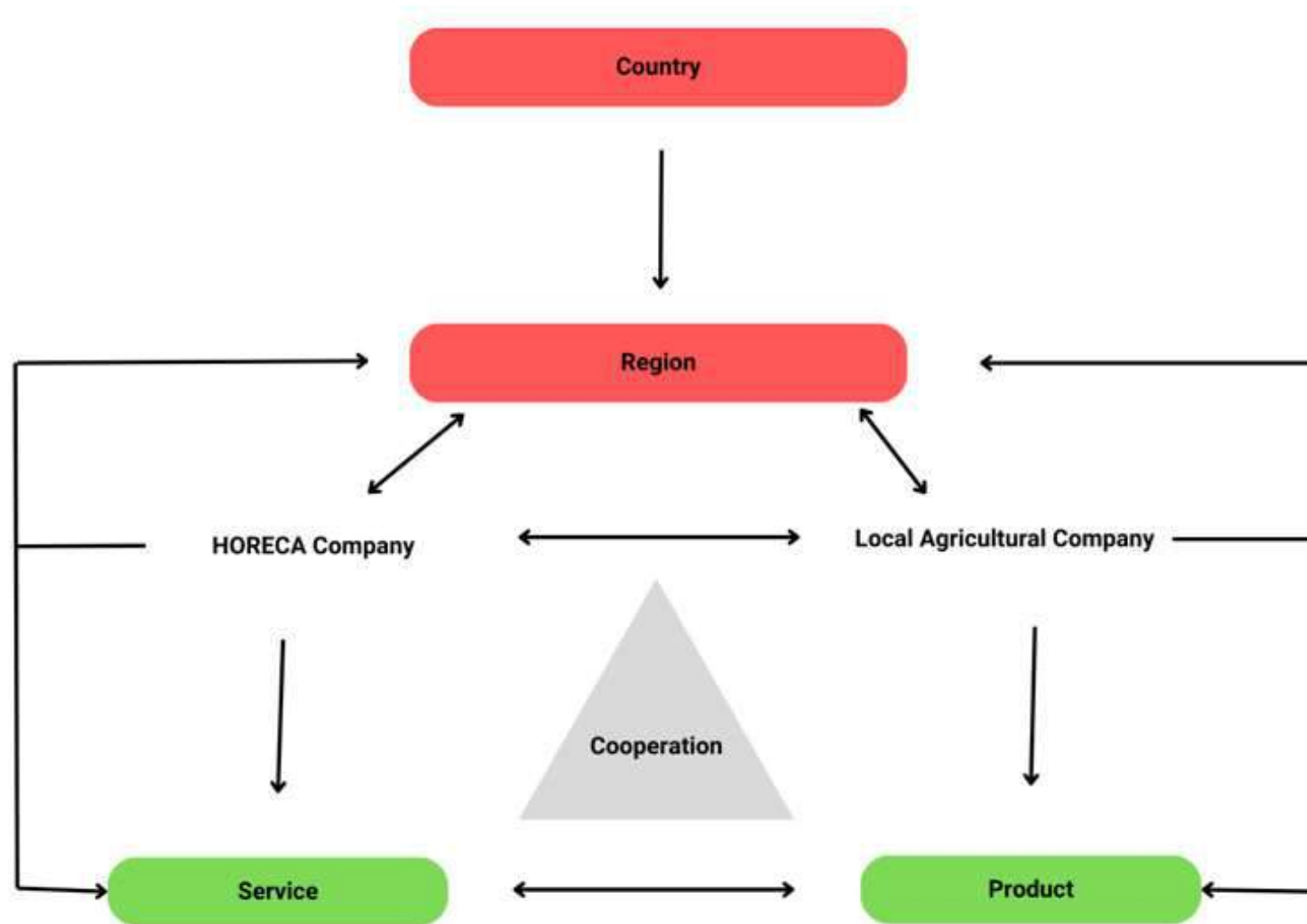
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Collaboration flowchart

W
H
E
R
E

W
H
O

W
H
A
T



Teamwork



Preparing an introduction letter in each group
(the sample is available on Google Drive/sent by mail)



Overview and completion of
the Google questionnaire



Sending the completed document from
the group email address



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3rd session



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Teamwork



Analysis of the responses received on the Google
questionnaire



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Teamwork

Creating a Problem/Value/Thought Map using the chosen technique

Steps:

Identifying problems/values

Prioritizing problems/values

Representing problems/values

Uploading the completed image to the Padlet platform!

MIND MAP

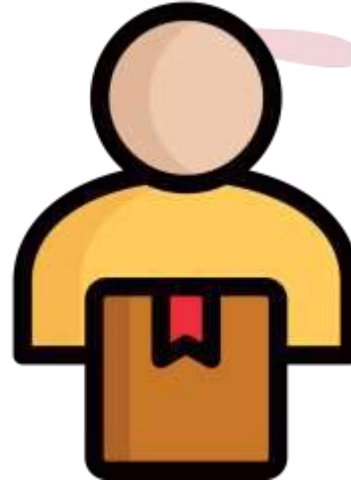
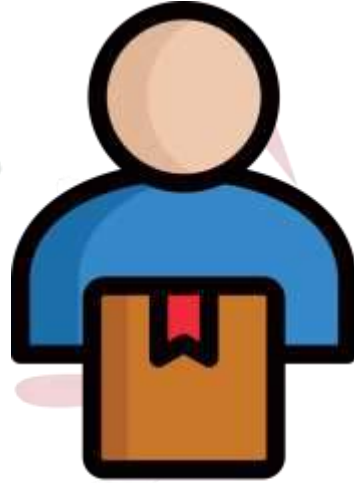


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Pairing agricultural and hospitality businesses



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Case study - Role play



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4th session



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**Let's view the Hungarian tutorial video on
Youtube**

<https://youtu.be/U5ZGfeEqHF8>



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Kahoot game

QUIZ!
time!



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Case study - Role play



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Evaluation of groups works



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Development of a collaboration model



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Promoting regional **agriculture** and **hospitality** as complementary and mutually supportive sectors for vocational students and trainers



5th session



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Development of a collaboration model



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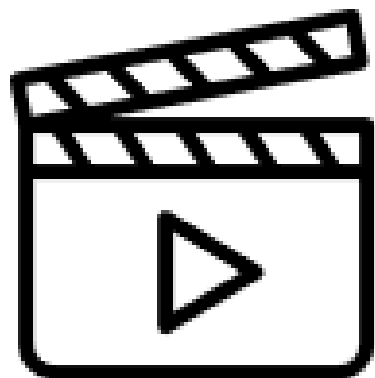
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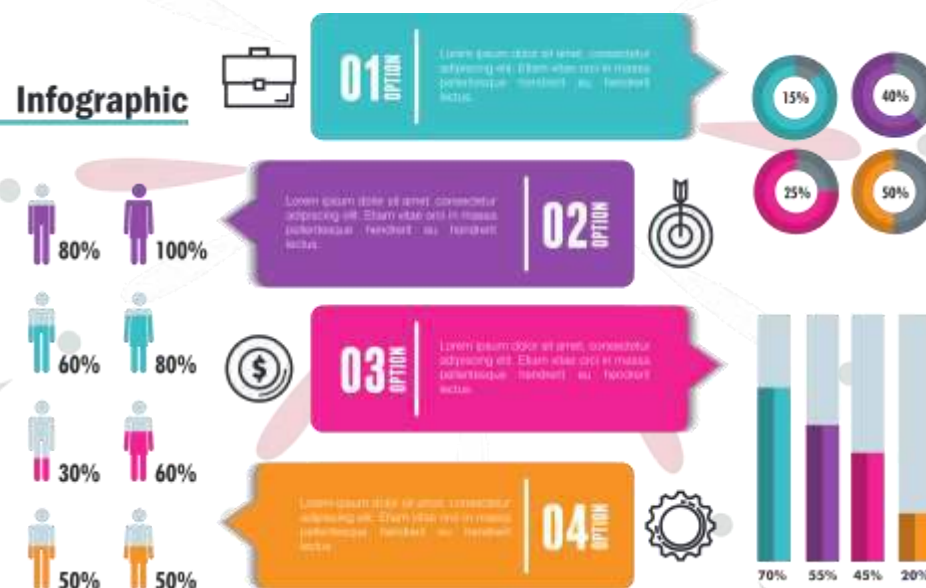
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Development of a collaboration model

You can create a presentation, infographic, or even a video to showcase what kind of collaboration model can be implemented between the agricultural and hospitality companies.



Infographic



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6th session



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Collaboration Model 1.



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Collaboration Model 2.



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Collaboration Model 3.



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Evaluation



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Congratulations!



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Let's check the tutorial videos.

Links of the videos can be found also in the PPTs.

Link of the Hungarian tutorial video: <https://youtu.be/U5ZGfeEqHF8>

Link of the Italian tutorial video: <https://youtu.be/faiz0j67EWc>

Hand in Hand cooperation- Questionnaire for agricultural businesses

* Indicates required question

1. **What type of agricultural activity does your business carry out? ***

Tick all that apply.

- ☐ Plant production
- ☐ Animal production
- ☐ Mixed farming
- ☐ Other: _____

2. **Which of the following products do you manufacture? ***

Tick all that apply.

- ☐ Cereals
- ☐ Fruits
- ☐ Vegetables
- ☐ Meat and dairy products
- ☐ Herbs
- ☐ Other: _____

3. **Is the business involved in organic production? ***

Mark only one oval.

- ☐ Yes, I have a certification
- ☐ No, I have no certification, but we are organic.
- ☐ No

4. Which aspect are taken into account during the production? **Tick all that apply.*

- ☐ Quality
- ☐ Increase productivity
- ☐ Sustainability
- ☐ Enviromental protection
- ☐ Other: _____

5. Where do you sell your products? **Tick all that apply.*

- ☐ Local markets
- ☐ National markets
- ☐ Smaller shops
- ☐ Larger shops
- ☐ Own webshop
- ☐ Own sale point
- ☐ Other: _____

6. Do you also appear on international markets? **Mark only one oval.*

- ☐ Yes
- ☐ No

7. How do the products reach your costumers or distributors? **Tick all that apply.*

- ☐ Own logistics network
- ☐ Logistics services provided by third partners
- ☐ Direct sale
- ☐ Other: _____

8. What problems do you have accessing the market? **Tick all that apply.*

- ☐ High transport costs
- ☐ Missing marketing and promotion
- ☐ Many competitors in the market
- ☐ Price pressure on the market
- ☐ Other: _____

9. Do you have a strategy to increase the added value of your products? **Mark only one oval.*

- ☐ Yes
- ☐ No

10. Do you cooperate with hospitality businesses in the region? **Mark only one oval.*

- ☐ Yes *Skip to question 11*
- ☐ No *Skip to question 23*

If you HAVE cooperation with hospitality businesses:**11. Are these businesses in the same region where your business is located? ****Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ Mixed

12. What types of hospitality businesses do you work with? **Tick all that apply.*

- ☐ Restaurant
- ☐ Cafés
- ☐ Hotels
- ☐ Eventorganisations
- ☐ Other: _____

13. What products are supplied to these businesses? **Tick all that apply.*

- ☐ Fresh fruits, vegetables
- ☐ Meat and dairy products
- ☐ Processed products (jams)
- ☐ Special craft products
- ☐ Other: _____

14. How did the cooperation come about? **Tick all that apply.*

- ☐ By direct request
- ☐ Through market connections
- ☐ During exhibitions, fairs
- ☐ Thanks to conscious search
- ☐ Other: _____

15. **How important are the following criteria when choosing your hospitality partners?**

*

Mark only one oval per row.

	very important	important	less important	not important at all
Continuous and high- volume ordering	☐	☐	☐	☐
Commitment to local produce	☐	☐	☐	☐
Payment terms	☐	☐	☐	☐
The possibility of long-term cooperation	☐	☐	☐	☐

16. **How often do you deliver products to hospitality partners? ***

Mark only one oval.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Seasonally
- ☐ Other: _____

17. How do you manage the logistics? **Mark only one oval.*

- ☐ By own transport
- ☐ The hospitality business solves it
- ☐ Other: _____

18. Did you encounter any issues during the collaboration? **Mark only one oval.*

- ☐ Yes
- ☐ No

19. If yes, which of the following? **Tick all that apply.*

- ☐ Logistical issues
- ☐ Pricing or payment issues
- ☐ Order fluctuations
- ☐ Changes in quality expectations
- ☐ We haven't got any issues
- ☐ Other: _____

20. What kind of advatages do you see in the collaboration? **Tick all that apply.*

- ☐ Stable revenue stream
- ☐ Local networking opportunities
- ☐ Increased brand awareness
- ☐ Regular feedback of the product
- ☐ Mutual promotion opportunities
- ☐ Other: _____

21. **How do you evaluate the current effectiveness of the collaboration and its future potential?** *

Mark only one oval.

1 2 3 4 5

We are ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 We are very satisfied

22. **Do you have plans to collaborate with new hospitality businesses?** *

Mark only one oval.

☐ Yes

☐ No

☐ Other: _____

Thank you for taking time to complete our questionnaire!

You will soon receive a collaboration proposal developed by students from agriculture and hospitality courses as part of a project focused on exploring regional businesses.



If you do NOT have any collaborations with hospitality businesses:

23. **What is the reason, that you dont collaborate with local hospitality businesses?**

*

Tick all that apply.

- ☐ Loss of trust
- ☐ Lack of logistical capability
- ☐ No hospitality businesses in the area
- ☐ Other: _____

24. **If the above-mentioned issues can be resolved, would you be open to collaborating with local hospitality businesses?**

*

Mark only one oval.

- ☐ Yes
- ☐ Maybe
- ☐ Other: _____

Thank you for taking the time to complete our questionnaire!

You will soon receive a collaboration proposal, which is being developed by students from agriculture and hospitality departments as part of a project focused on exploring regional businesses.



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Google Forms

Hand in Hand Cooperation - Questionnaire for Hospitality Businesses

* Indicates required question

1. Please provide the name of your business. *

2. What type of activities does your business engage in? (Multiple answers can be selected) *

Tick all that apply.

☐ Restaurant

☐ Café

☐ Patisserie

☐ Bar

☐ Hotel

☐ Other:

3. What products/services do you primarily offer to your guests? *

Tick all that apply.

- ☐ Restaurant meals
☐ Dessert, pastries
☐ Beverages
☐ Coffee and tea
☐ Handcrafted products
☐ Hotel rooms
☐ Wellness services
☐ Events
☐ Other: _____

4. Where do you source your ingredients from? *

Tick all that apply.

- ☐ Local producers
☐ Wholesale suppliers
☐ International importers
☐ Other: _____

5. What are the most important criteria when selecting suppliers? *

Mark only one oval per row.

	very important	important	less important	not important at all
Quality	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐
Delivery time	☐	☐	☐	☐
Availability	☐	☐	☐	☐

6. How often do you evaluate or change your suppliers? *

Mark only one oval.

- ☐ Regularly, at specified intervals
- ☐ Only in case of issues
- ☐ Once a year
- ☐ Don't evaluate them

7. What difficulties do you encounter during the procurement of ingredients? *

Tick all that apply.

- ☐ High prices
- ☐ Limited availability
- ☐ Delivery issues
- ☐ Unsatisfactory quality
- ☐ Other: _____

8. Do you have a strategy for sustainability regarding the procurement of ingredients? *

Mark only one oval.

- ☐ Yes
- ☐ No

9. How do you monitor customer demands and feedback? *

Tick all that apply.

- ☐ Surveys
- ☐ Personal conversations
- ☐ Online reviews
- ☐ Don't track them
- ☐ Other: _____

10. **Do you have collaborations with agricultural businesses or producers operating in the region?** *

Mark only one oval.

☐ Yes *Skip to question 11*

☐ No *Skip to question 19*

If you HAVE collaborations with regional producers or agricultural businesses:

11. **What percentage of your suppliers are based in the region?** *

12. **What types of agricultural businesses do you collaborate with in the region?** *

Tick all that apply.

☐ Crop-growing businesses

☐ Livestock breeding businesses

☐ Mixed agriculture businesses

☐ Organic producers

☐ Other: _____

13. **What products do you source from agricultural businesses operating in the region?** *

Tick all that apply.

☐ Fresh fruits and vegetables

☐ Meat and dairy products

☐ Cereals

☐ Processed handcrafted products

☐ Other: _____

14. How do you select your agricultural partners and producers? **Tick all that apply.*

- ☐ Quality of the producers
- ☐ Building relationships with local producers
- ☐ Price-value ratio
- ☐ Sustainability considerations
- ☐ Trust
- ☐ Other: _____

15. How did the collaboration with the regional agricultural business come about? **Tick all that apply.*

- ☐ Direct contact
- ☐ During exhibitions and fairs
- ☐ Based on recommendations
- ☐ Through intentional search
- ☐ Other: _____

16. How often do you source products from your agricultural partners? **Mark only one oval.*

- ☐ daily
- ☐ weekly
- ☐ monthly
- ☐ seasonally

17. **Have you encountered any issues during the collaboration with agricultural businesses? If yes, what are they?** *

Tick all that apply.

- ☐ Delivery issues
- ☐ Order fluctuations
- ☐ Quality issues
- ☐ Communication difficulties
- ☐ Quantitative problems
- ☐ Other: _____

18. **What benefits do you see in collaborating with local agricultural businesses?** *

Tick all that apply.

- ☐ Providing fresh, high-quality ingredients
- ☐ Supporting local communities
- ☐ Achieving sustainable goals
- ☐ Offering unique products
- ☐ Boosting the local economy
- ☐ Other: _____

Thank you for taking the time to complete our questionnaire!

You will soon receive a collaboration proposal, which is being developed by students from agriculture and hospitality departments as part of a project focusing on examining regional businesses.



If they have NO cooperation with regional producers, agribusinesses:

19. What is the reason for not working with regional producers? *

Tick all that apply.

- ☐ Too expensive
- ☐ Unreliable quantitative production
- ☐ Variable quality
- ☐ Difficult to solve the logistics
- ☐ Other: _____

20. If the above problems can be avoided, would you be open to working with regional producers? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Other: _____

Thank you for taking the time to complete our questionnaire!

A cooperation proposal will be sent to you shortly, developed by students in agriculture and hospitality classes in a project to learn about regional businesses.



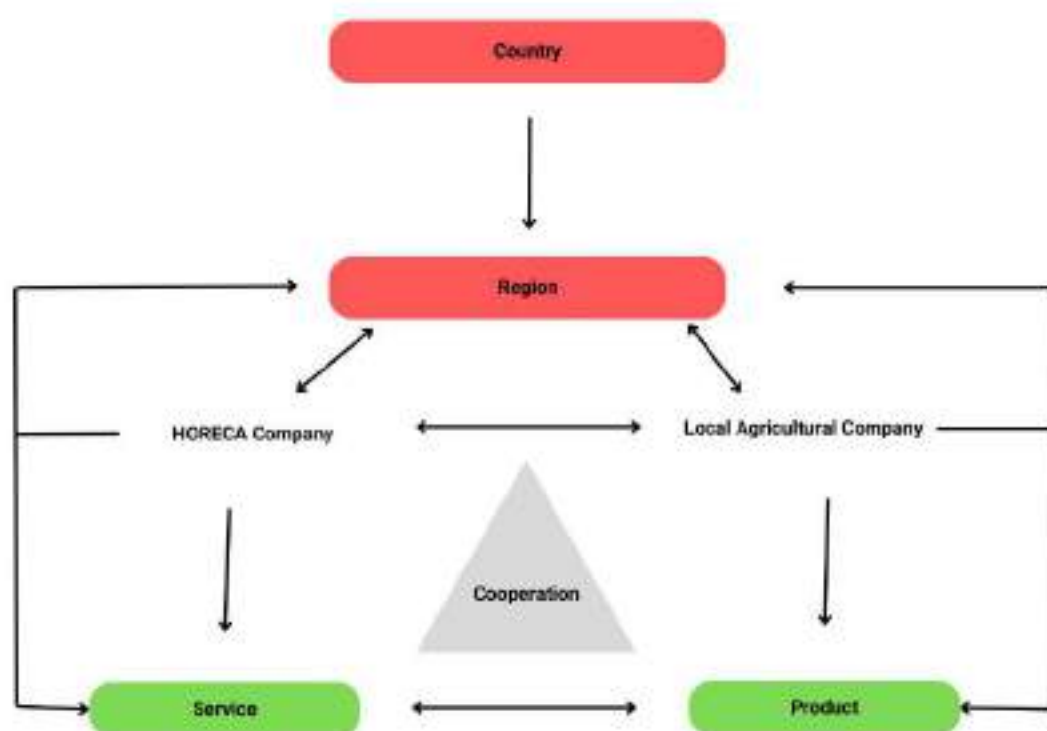
This content is neither created nor endorsed by Google.

Google Forms

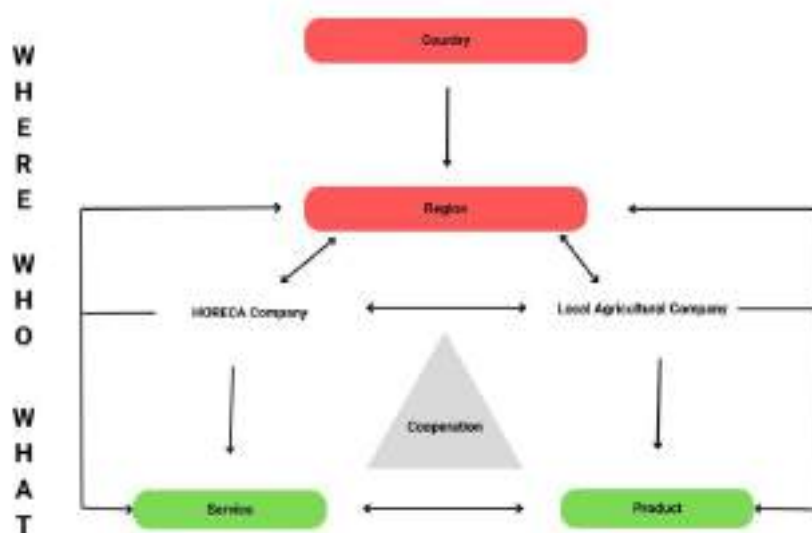
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Collaboration flowchart



The cooperation is based on regional/local collaboration and mutual promotion. The regional economy has many stakeholders (producers, retailers, various types of businesses, consumers, institutions), but in this project work, we are focusing only on the cooperation between the following two stakeholders:

- local hospitality businesses
- local producers

The local producer can deliver their products to the consumer in two ways: directly through direct sales or indirectly through a hospitality business or a retailer—the latter is not the focus of this project. Through the services of the hospitality business, the guest can get to know the agricultural producer's products either in processed or direct form. By promoting the products and services, we contribute to promotion of the region/area—or vice versa:

The symbol of Tuscany, a region in Italy, is the cypress tree. This symbol often appears on many Tuscan products to create a strong association between the product and the region in people's minds. In this way, Tuscany's marketing strategy can support the promotion and sale of both agricultural products and hospitality services. By promoting the quality of the products and services, the prestige of the region itself can also be elevated. This represents a mutually beneficial cooperation.



Lesson plan – 1st session.

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Greeting students, explaining the schedule	0-5	frontal teaching	laptop, projector, PPT	Joint online login of cooperating group – if needed.
Project task's introduction	6-15			Teacher's presentation (PPT)
Group formation, selecting group leaders	16-26	randomly, or trainer guided		Formation of group of 3-4 students from those studying hospitality and agriculture, depending on the number of students (3-4 students per groups) Within the groups students take on different roles (economic specialist, marketing specialist, chef etc.) which will be important during the role-playing exercises. Assigning the roles.
Introducing the Padlet platform	27-37	frontal teaching	pc or laptop	One student per group responsible for uploading to Padlet or tasks distributed by trainer
Providing group e-mail addresses and access	38-45	frontal teaching	pc or laptop	One student per group responsible for Padlet uploads.
Break				
Pairing businesses with groups	15-20	random or teacher guided		Businesses chosen by professional trainer.
Collecting information about the region	21-30	teamwork	worksheet in annex, laptop	Completed worksheet must be uploaded to Padlet

Collecting information about the businesses	31-40	teamwork	worksheet in annex, laptop	Completed worksheet must be uploaded to Padlet
Explanation of the homework	41-45	frontal teaching		Finishing the two tasks and uploading the documents on Padlet platform (if it was not done on the lesson)

Lesson plan – 2nd session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Checking the homework on the Padlet platform	0-10	teamwork	laptop, projector	The groups uploaded the completed worksheets to the Padlet in PDF format.
Presentation of the Italian instructional video	11-20	frontal teaching	projector with voice!!	
Video analysis – students play Kahoot in groups	20-30	teamwork	one laptop per group	The questions appear on the Kahoot platform. The link to the Kahoot platform is available in the instructor's PPT. Trainers need to enter to the Kahoot system (instruction in Annex 7).
Presentation of the cooperation flowchart	30-42	frontal teaching	one laptop per group	Available in the PPT of the trainer. Description available about the cooperation flowchart in Annex 4.
Answering the questions that have arisen.	33-45			
Break				
Preparing a group introduction letter (template available for student in Annex 9).	0-25	teamwork		Before sending the letter to the companies, questionnaire link needs to be prepared with the completion of the questions asked from the companies (next step)
Completing and customizing the	26-40	teamwork		After the completion of the questionnaire,

Google Form questions to fit the specific businesses				link needs to be copied in the letter, then it can be sent from the email account previously chosen by the trainer (classroom/Gmail/etc.)
Explanation of the homework	41-45			Check the responses of the companies received on the questionnaire

Lesson plan – 3rd session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Reviewing the responses received on the questionnaire.	0-20	teamwork		The students working in groups act as representatives of the businesses. In each businesses there are different roles (e.g., for a hospitality business: financial manager, chef, marketing specialist; for an agricultural business: managing director, purchaser, etc.).
Introduction of an example for Problem Map / Value Map	21-25	frontal teaching		The example is available in the PPT.
Creating the Problem map / Value map	26-45	teamwork	wrapping paper, coloured markers, or IT tools	Each group discusses, based on the received responses, what problems and best practices appear in the given businesses. They graphically represent the problem/value map.
Break				
Pairing the businesses	1-15	frontal teaching		At this session, students from the two sectors work together. The trainers form the hospitality-agriculture pairs.
Role-play, case study	16-45	teamwork		The students represent the businesses. Based on the received responses, they discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the

				group work, supporting the students in their activities.
Homework explanation – exploring cooperation opportunities and ideas.	36-45			Continue at home if needed

Lesson plan – 4th session.

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Presentation of the Hungarian instructional video	0-20	frontal teaching	laptop, projector with voice!!	
Video Analysis – Students play the Kahoot in groups.	21-30	teamwork		The questions appear on the Kahoot platform. The link to the Kahoot platform is available in the instructor's PPT. Trainers need to enter to the Kahoot system (instruction in Annex 7).
Explanation of solutions	31-35			
Continuation of the role-play	36-45			The students represent the businesses. Based on the received responses, they discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the group work, supporting the students in their activities.
Break				
Continuation of role-play	1-15			The students represent the businesses. Based on the received responses, they

				discuss the advantages and disadvantages of the cooperation possibilities between the two sectors. The trainer participates as a mediator during the group work, supporting the students in their activities.
Evaluation of group work	16-25			The hospitality and agriculture trainers jointly evaluate the ideas and together with the groups select one idea, which the given group then develops in detail.
Detailed development of the cooperation model	26-45			Students choose how to present the developed cooperation proposal (e.g., ppt, infographic, video, etc.).

Lesson plan – 5th session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Detailed development of the cooperation model by each group using an individually chosen method (e.g., infographic, ppt, video).	1-45	teamwork		The trainer participates as a mediator during the group work, supporting the students' activities.
Break				
Detailed development of the cooperation model by each group using an individually chosen method (e.g., infographic, ppt, video).	1-45	teamwork		The trainer participates as a mediator during the group work, supporting the students' activities.

Lesson plan – 6th session

Duration: 2X45 minutes

Activity	Time frame	Method	Tools	Notes
Presentation of the completed material by each group.	1-45	teamwork		The group members representing the paired hospitality and agricultural enterprises jointly present the developed idea. Option: representatives of the businesses involved in the project may be invited to the presentation session.
Break				
Sending the completed material to the businesses.	1-20	teamwork		From the group's email account.
Evaluation	21-45			The students evaluate the project work by filling out a questionnaire.

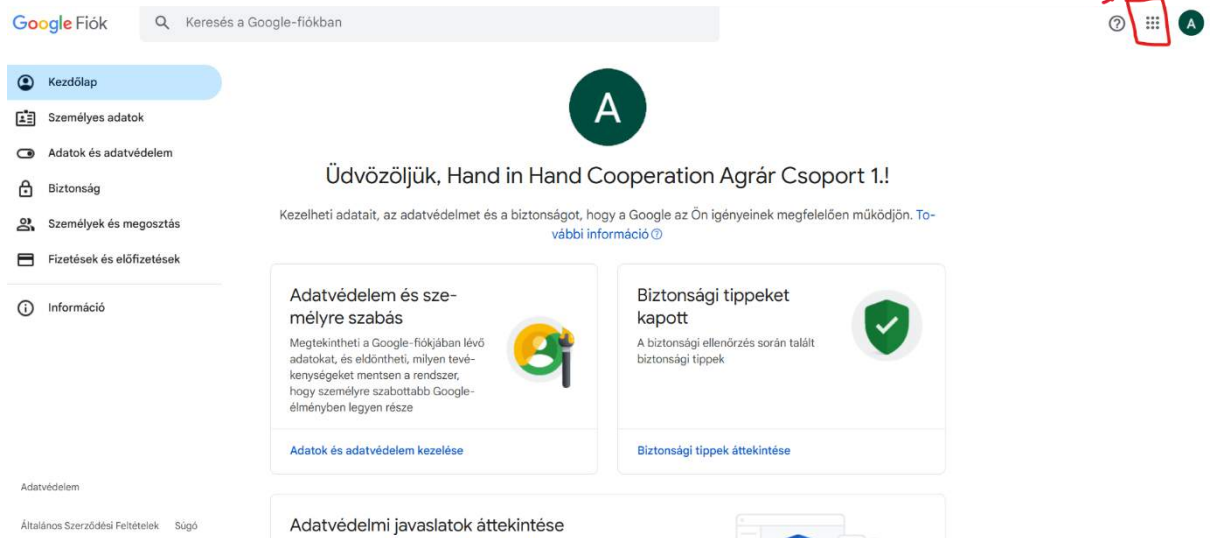
GUIDE FOR STUDENTS

- Sign in to your team GMAIL account
- Open and download worksheets from your DRIVE
- After completing, upload the tasks to PADLET

1. Log in with the team email address and password provided:

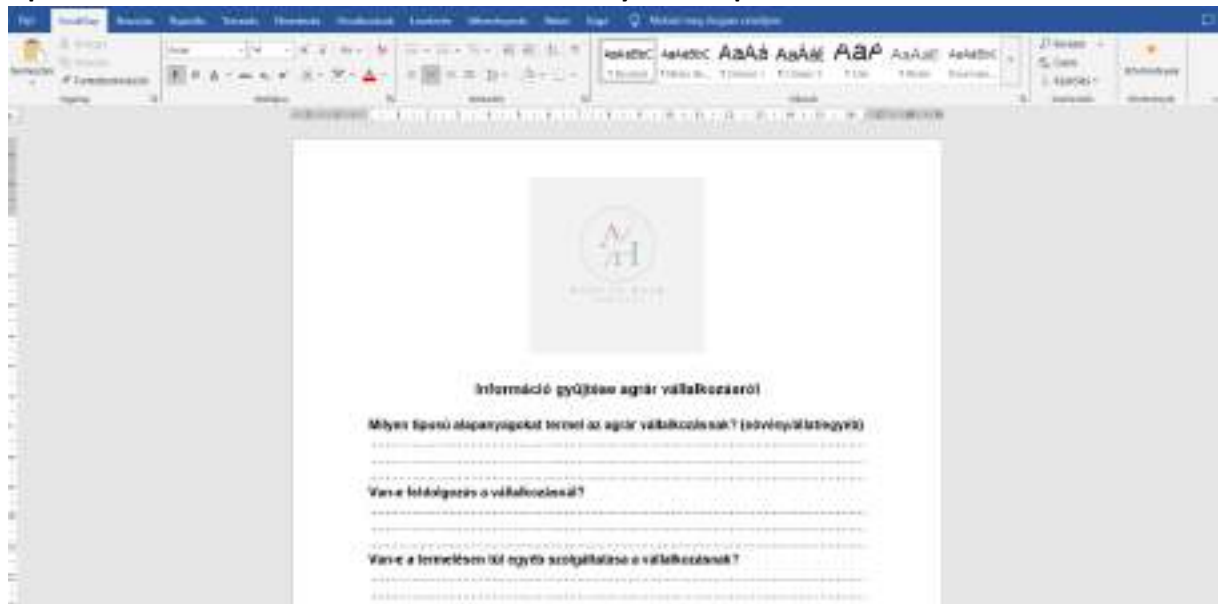


2. Click on the menu in the top right corner:



3. Here, find the Drive icon and open it:

6. Open the document from the download folder on your computer and fill it in.



Információ gyűjtés agrár vállalkozásról

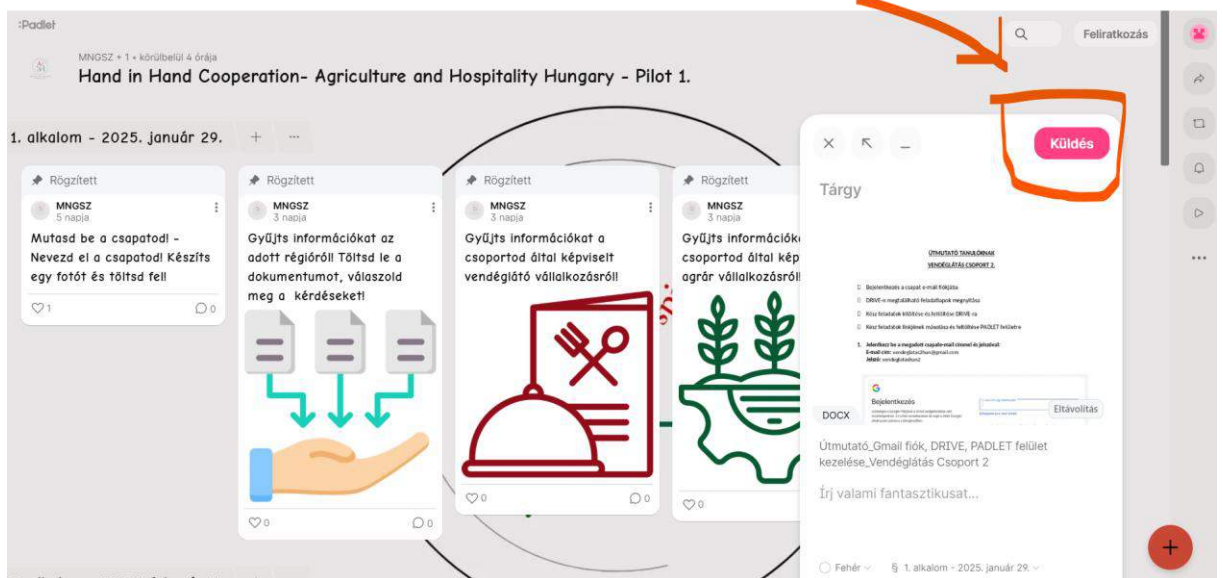
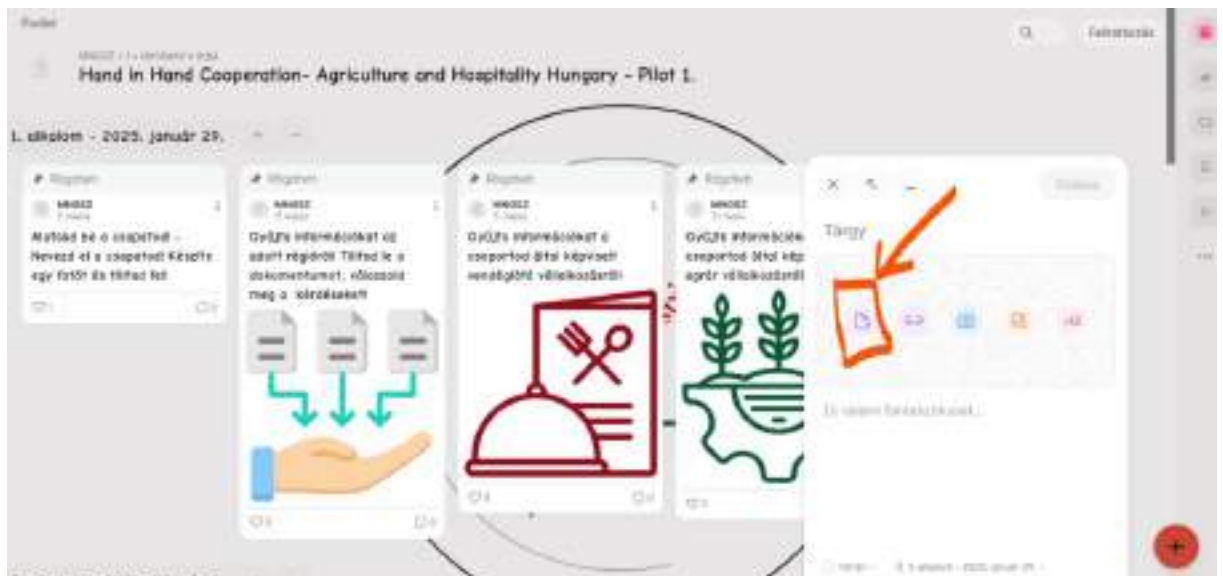
Milyen típusú alapanyagokat termel az agrár vállalkozásuk? (élelmiszeripari)

Van-e felhalmozás a vállalkozásuknál?

Van-e a termelésben ill. egyéb szolgáltatás a vállalkozásuknál?

7. Once you have completed the document, save the document to a folder on your computer and upload it to the PADLET interface by clicking on the PLUS sign for the appropriate occasion:





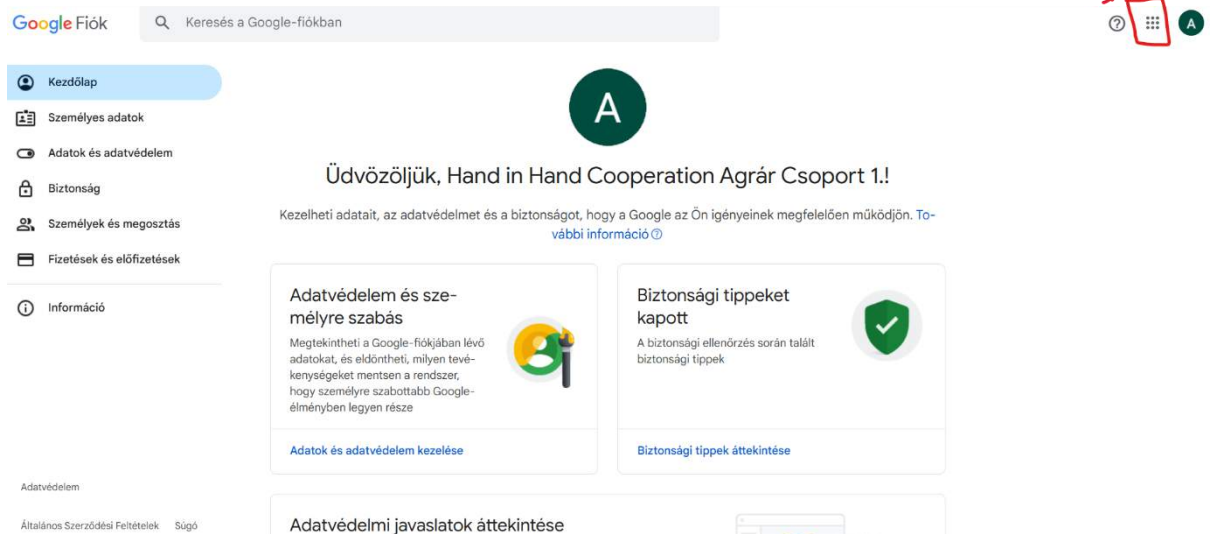
GUIDE FOR STUDENTS

To edit a questionnaire, copy a link, write an official letter

1. Sign in to your group account with the email address and password you provided:



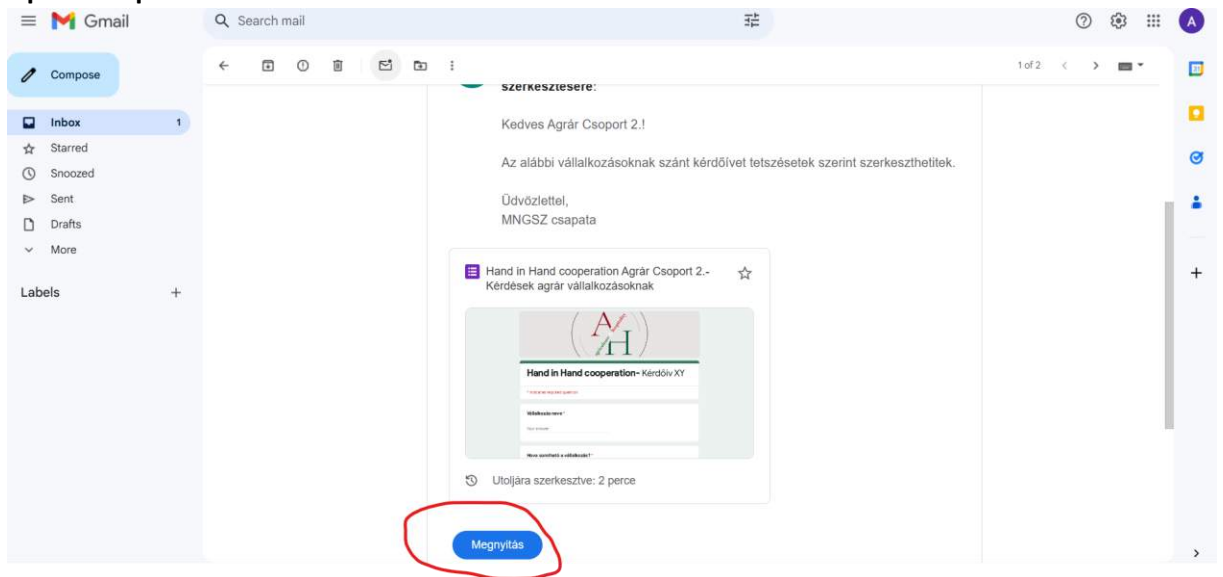
2. Click on the menu in the top right corner and click on the GMAIL icon:



3. Click on this email in your email box (where the questionnaire is shared with you):



4. Open the questionnaire:



5. Correct XY in the title of the questionnaire to the name of the business that your group is paired with:



6. You can add a new question with a plus sign, and with yellow we have marked where you can set the type of answer.

Milyen típusú mezőgazdasági tevékenységet folytat a vállalkozása?

- ☐ Növénytermesztés
- ☐ Állattenyésztés
- ☐ Vegyes gazdálkodás
- ☐ Other...
- ☐ Add option

Required

7. When you have completed the final questionnaire, click on the icon below to find the "Copy Responder Link". Like this you will copy the link of the questionnaire.

Hand in Hand cooperation Agrár Csoport 2 - Kérdőív agrár vállalkozású

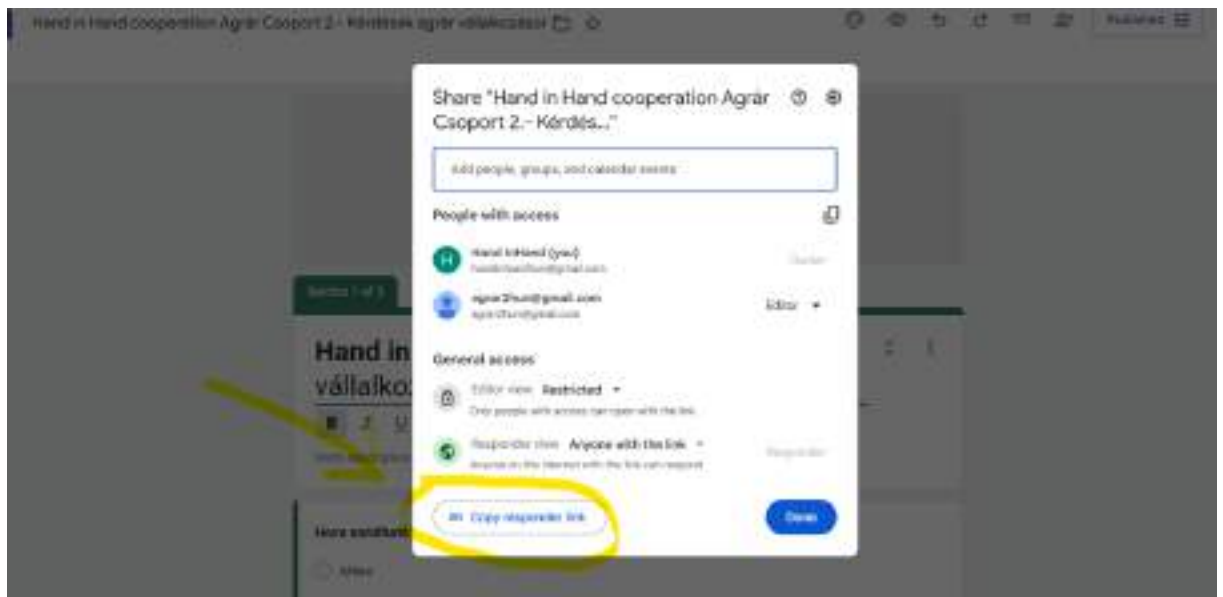
Questions Responses Settings

Section 1 of 2

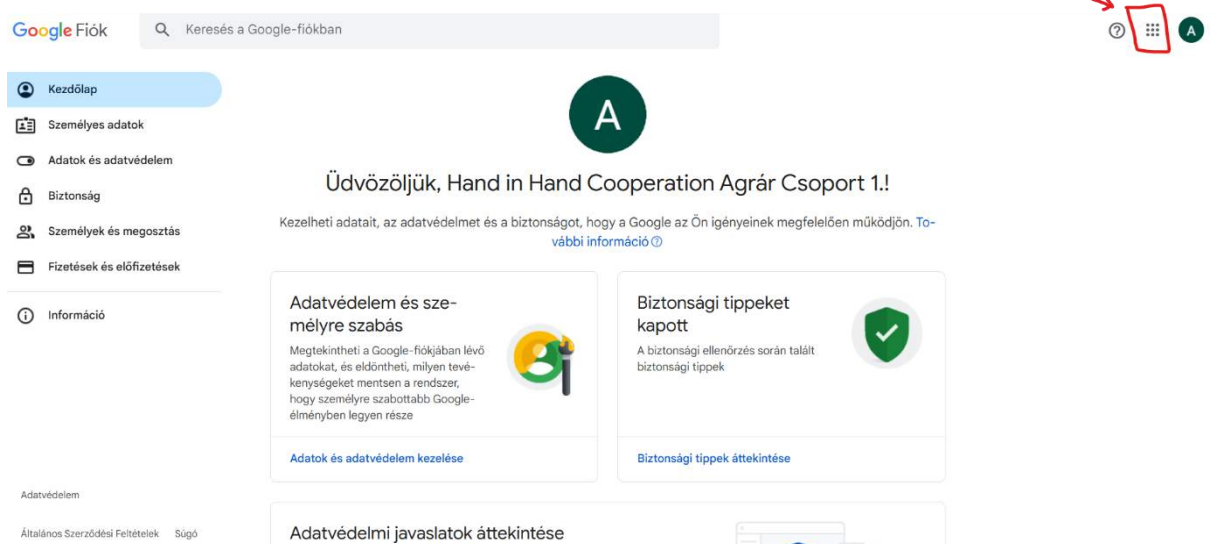
Hand in Hand cooperation- Kérdőív XY vállalkozás részére

Hand in Hand cooperation- Kérdőív XY vállalkozás részére

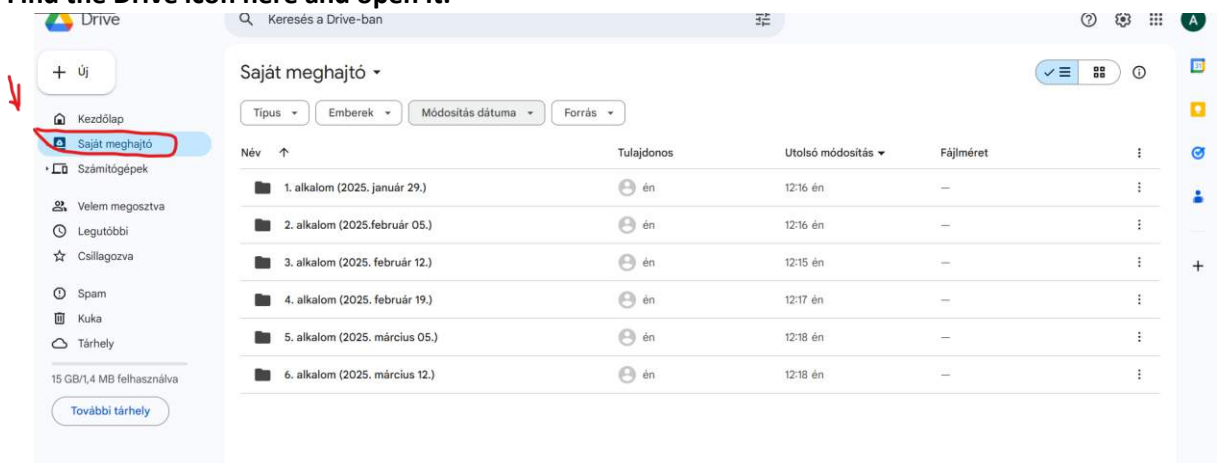
Hand in Hand cooperation- Kérdőív XY vállalkozás részére



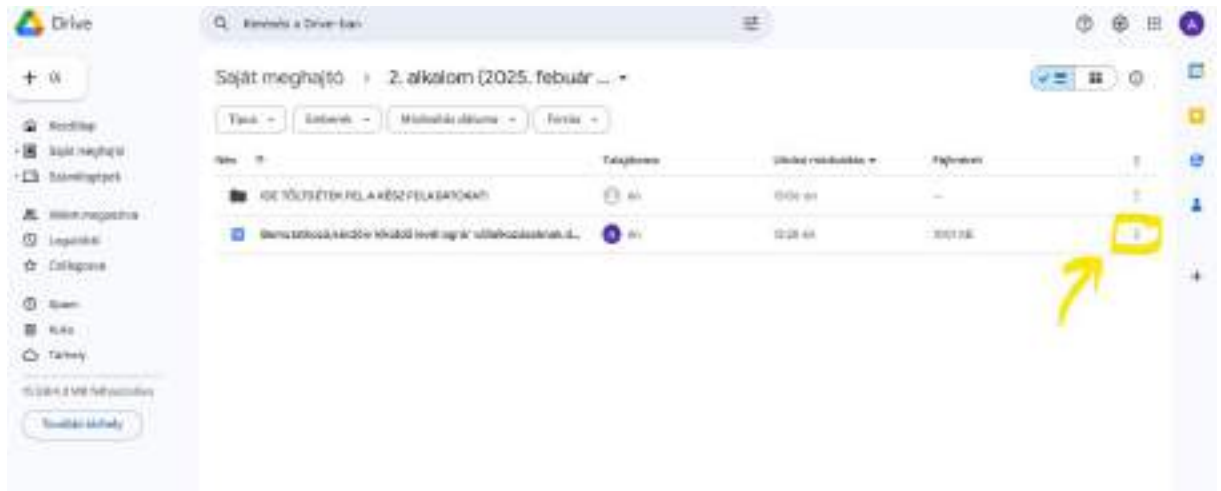
8. Next, find the template for the official letter in Drive. Click on the menu in the top right corner:



9. Find the Drive icon here and open it.



10. Download the letter format to your computer:



11. After opening it, copy the link you saved earlier into the letter you wrote:

Hivatalos levél szövege

1. Alulírott, XY azzal a kéressel fordulok.....

2. Törzsszöveg:

- mivel keressük meg őt
- kérdőív linkje: IDE MÁSOLJÁTK BE A LINKET A KÉRDŐÍVRŐL
https://docs.google.com/forms/d/e/1FAIpOLSeDOnfEpZ8_2hUDENnDxR3cucRexhgxH5ywdMZ8IZ1uExc4Xw/viewform?usp=sharing
- Legyen benne a határidő (2025. február 7., ameddig kérjük visszaküldeni a válaszokat)

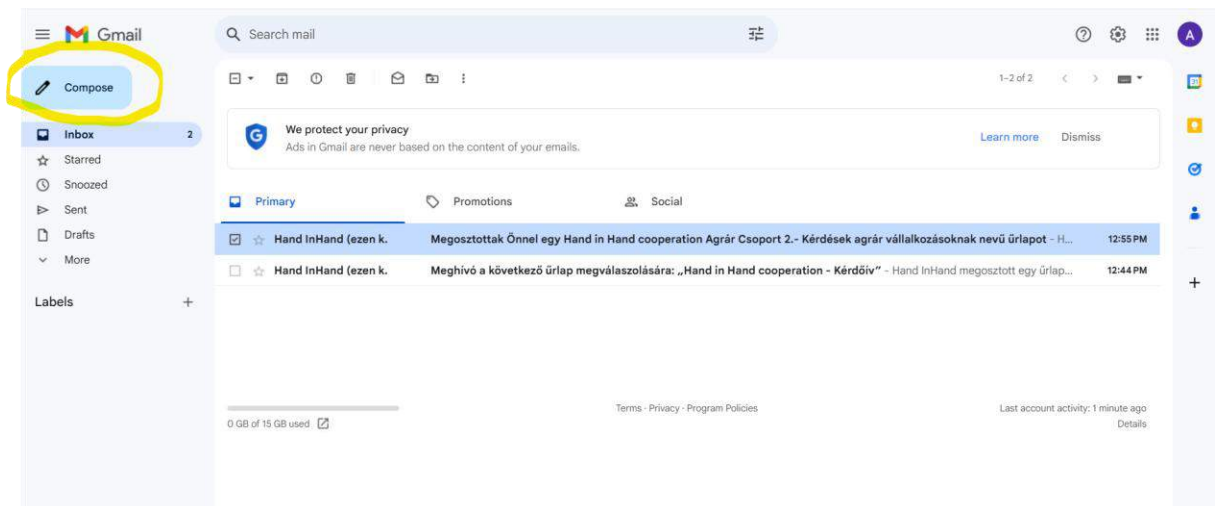
Köszönetnyilvánítás

Szöveg elhelyezés: sorkizárt

Keltezés, dátum **Tisztelettel:**

Város, 2025. február.... Aláírás, titulus

12. When the letter is complete, send it from your GMAIL account:



13. Give the recipient's e-mail address, subject of the letter and attach this letter:

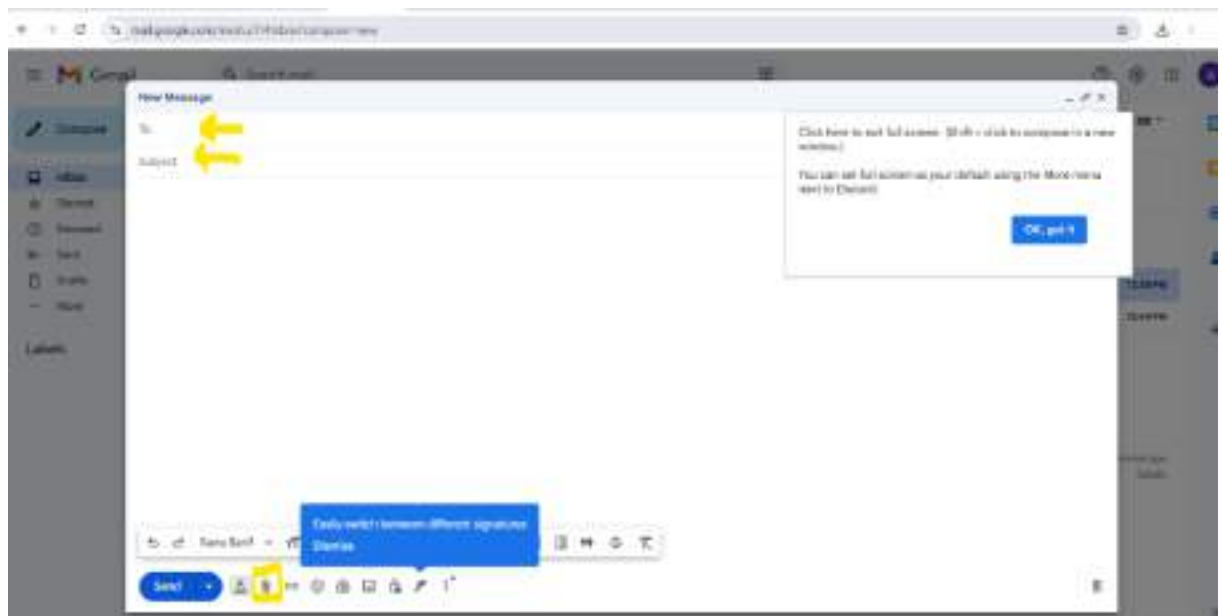
Send the written official letter as an attachment to the addressee. In the body of the e-mail, please include a short greeting.

"Dear XY!"

We send you the following official letter.

Yours sincerely,

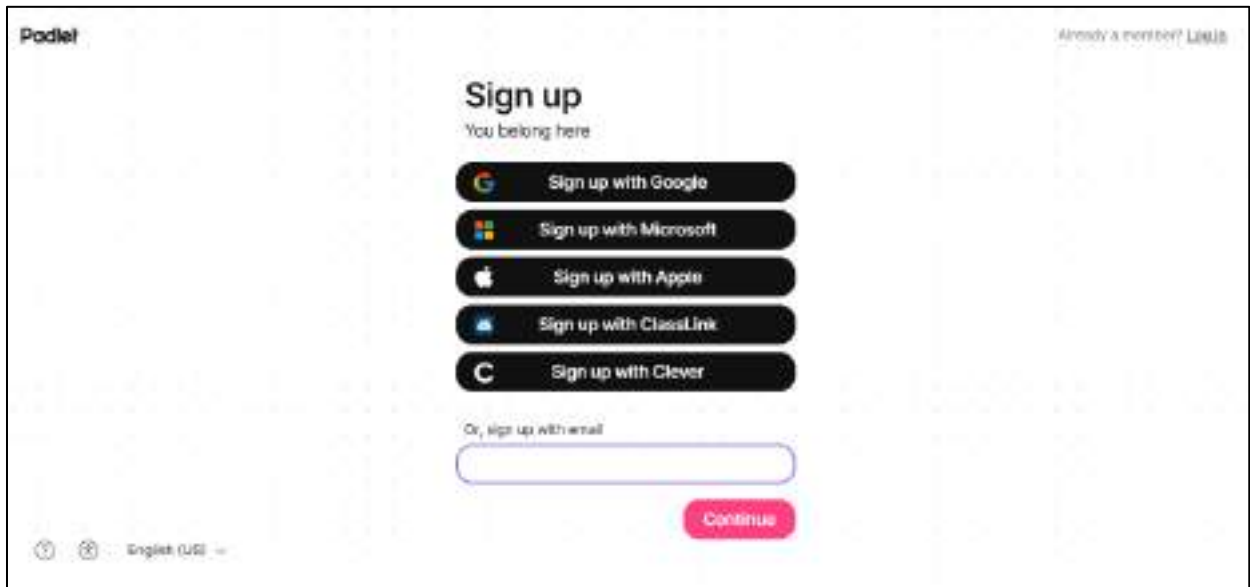
Students of the "NAME OF THE SCHOOL"



CREATE THE PADLET PLATFORM BEFORE STARTING THE GROUP WORK

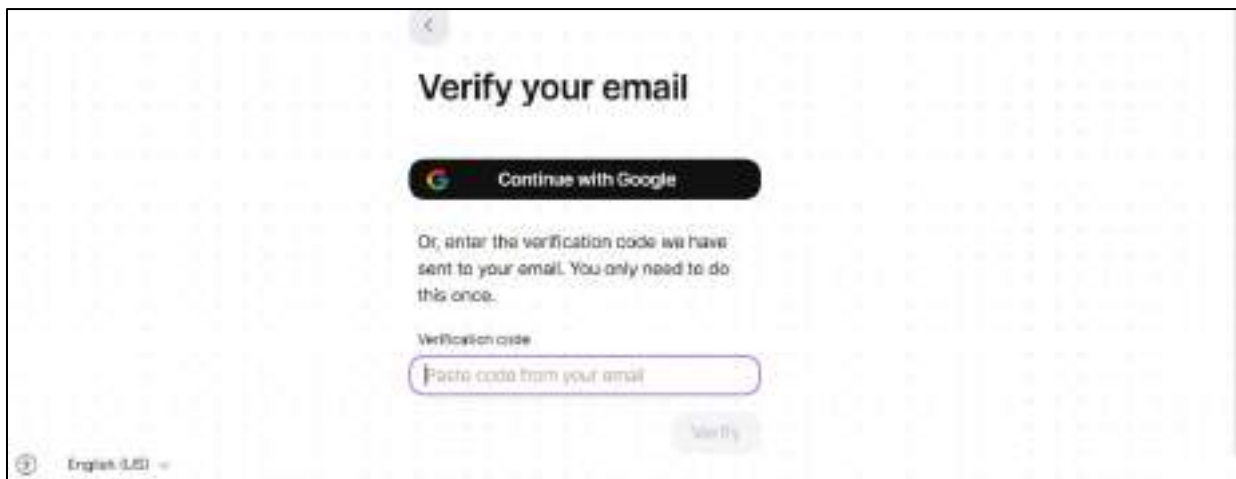
Registration in the PADLET platform

1. Click this link, and give your email address: www.padlet.com



The image shows the Padlet sign-up page. At the top left is the Padlet logo, and at the top right is a link for 'Already a member? Log in'. The main heading is 'Sign up' with the subtext 'You belong here'. Below this are five dark buttons with white text and icons: 'Sign up with Google' (Google logo), 'Sign up with Microsoft' (Microsoft logo), 'Sign up with Apple' (Apple logo), 'Sign up with ClassLink' (ClassLink logo), and 'Sign up with Clever' (Clever logo). Below these buttons is the text 'Or, sign up with email' followed by a text input field. A pink 'Continue' button is at the bottom right. In the bottom left corner, there is a language selector showing 'English (US)'.

2. Log in to your email account and confirm your registration!



The image shows the Padlet verification screen. At the top left is a back arrow. The main heading is 'Verify your email'. Below this is a dark button with a white Google logo and the text 'Continue with Google'. Below the button is the text 'Or, enter the verification code we have sent to your email. You only need to do this once.' followed by 'Verification code' and a text input field with the placeholder 'Paste code from your email'. A grey 'Verify' button is at the bottom right. In the bottom left corner, there is a language selector showing 'English (US)'.

Padlet

Already a member?

Sign up with email

Choose a password ☐ Show

Minimum of 8 characters

Create account

3. Select the usage option below to use the platform as a teacher!

How will you be using Padlet?

This will allow us to give you a better onboarding experience.

For personal projects

Create and share travel itineraries, photo albums, and more.

I'm a student

Engage in classroom activities and collaborate with classmates.

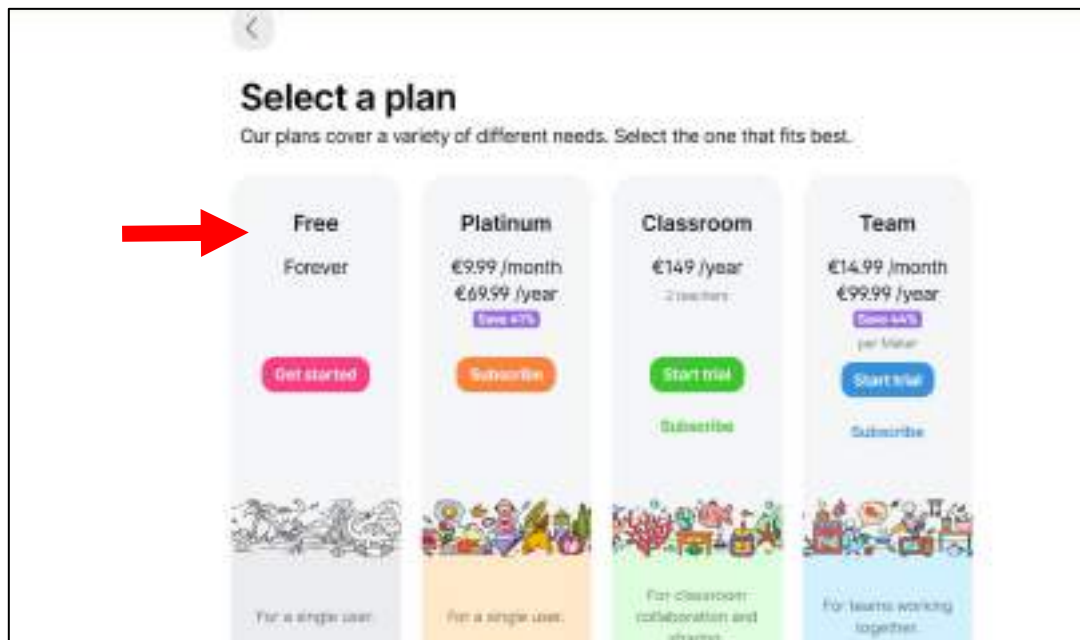
I'm a teacher

Manage classroom material and engage with students through collaboration.

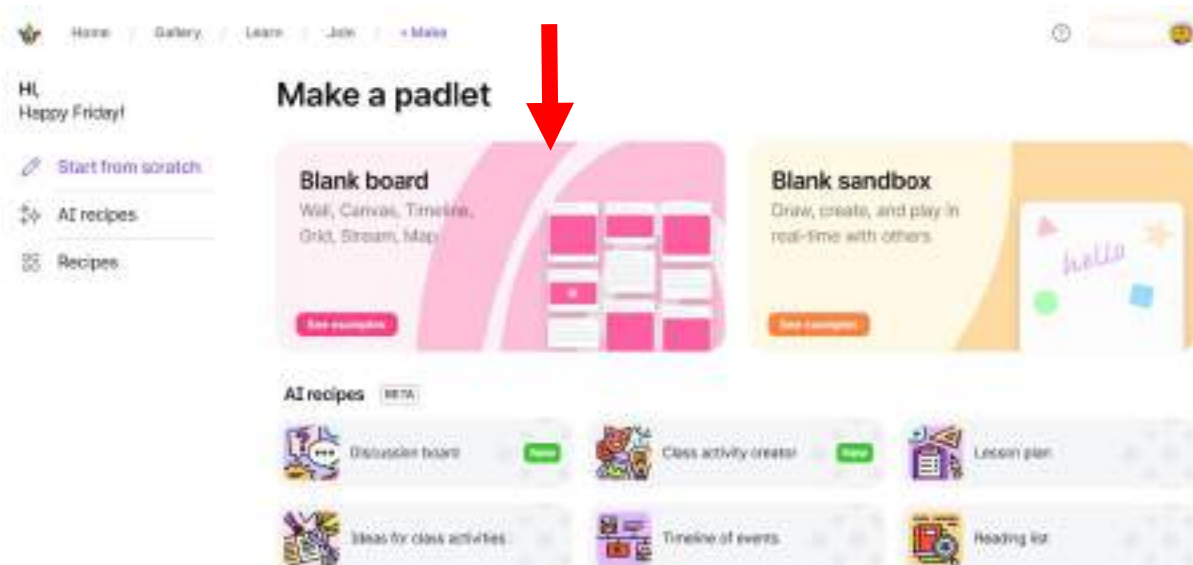
With a team

Collaborate with my colleagues on a visual knowledge base, discussion board, and more.

4. Creating three workboards is free on the PADLET platform; choose the FREE option!



5. Select the following platform!



6. Next comes the naming of the project, followed by the customisation of the platform.



Ideas for cooperation

✓ Local supply of raw materials

Hospitality businesses can source ingredients from local agricultural producers (fresh vegetables, fruit, artisan dairy products, cheeses, yoghurts, fish and fish products or processed local specialities such as jams, honey, spices. It is a win-win situation for both sides, as agricultural producers have a secure market, while restaurateurs can offer fresh and quality products.

✓ Joint marketing and brand building

Promoting local products: restaurants can emphasise that their food is made from ingredients from local producers, which attracts guests who are sensitive to sustainability and quality.

Organising joint events: Markets, tastings, farmers' days or gastronomic events showcasing the collaboration between local producers and hospitality companies.

✓ Direct sales support

Hospitality companies can also sell local products directly. For example, the shelves of a restaurant or café can be stocked with producers' cheeses, bees or herbs, increasing their sales channels.

✓ Achieving common sustainability goals

Zero waste initiatives: agricultural businesses can use catering waste (e.g. vegetable waste) for composting. **Creating short supply chains:** reduce transport costs and environmental impact by cutting out intermediaries.

✓ Developing a seasonal offer

Based on the seasonal produce of agricultural businesses, restaurants can offer special menus or themed events, e.g. spring asparagus and strawberry season, autumn harvest events.

✓ Trainings and professional development

Educating producers: caterers can help producers understand market needs, such as demand for organic or speciality ingredients. **Joint workshops:** agripreneurs and chefs can work together to develop new recipes or products.

✓ Local community networks and clusters

Local businesses can form clusters where members can share resources and experience. This promotes cooperation and strengthens the local economy.

KAHOOT guide for teachers

1. Click on this link for the Login:

https://create.kahoot.it/auth/login?scope=openid&response_type=code&code_challenge_method=S256&redirect_uri=https%3A%2F%2Fkahoot.com%2Foauth2%2Fauthenticated&state=7261c987d47a4b0f9a816e5c3c879c9a&client_id=163FPNOHnEYwB86ip2k71x1Hc1k4Gtg50YuM&code_challenge=EMOTLBCyRSXEIP7g9wo08TX0y7gdZ2n7knXC62fbQoI

2. Sign in with the following email account:

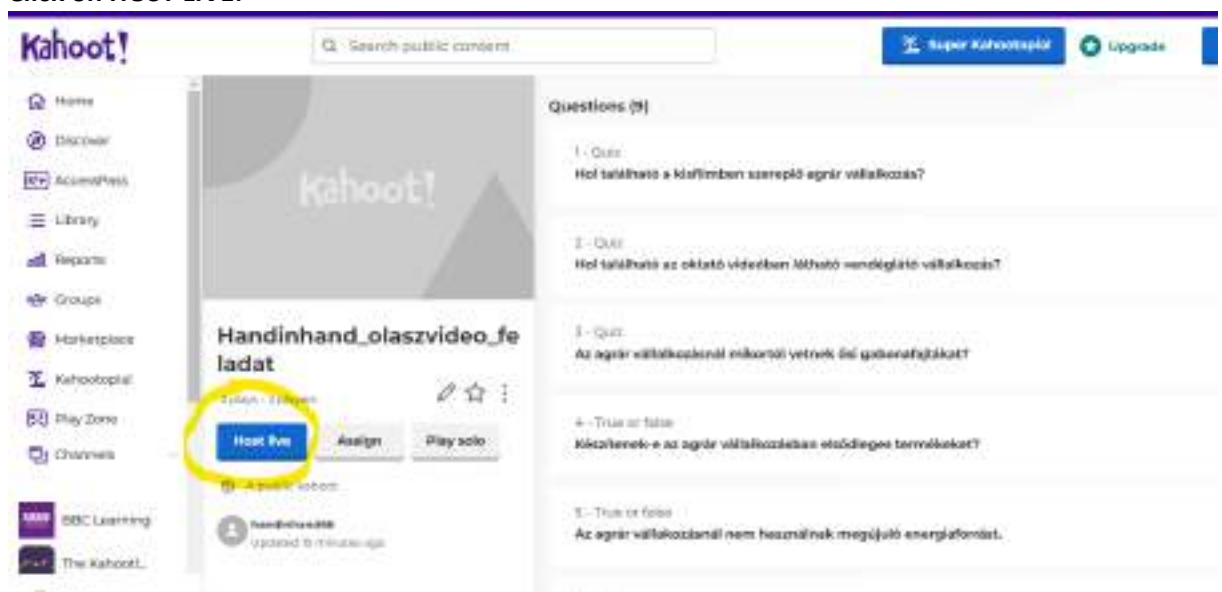
E-mail: handinhand@gmail.com

Password: MNGSZ_2025

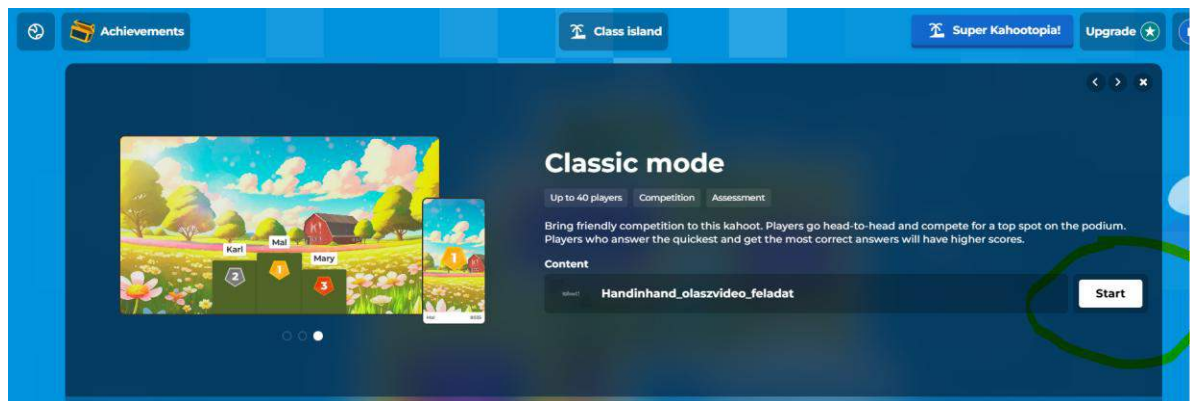
3. Choose whether you want to use the Italian or Hungarian video questions:



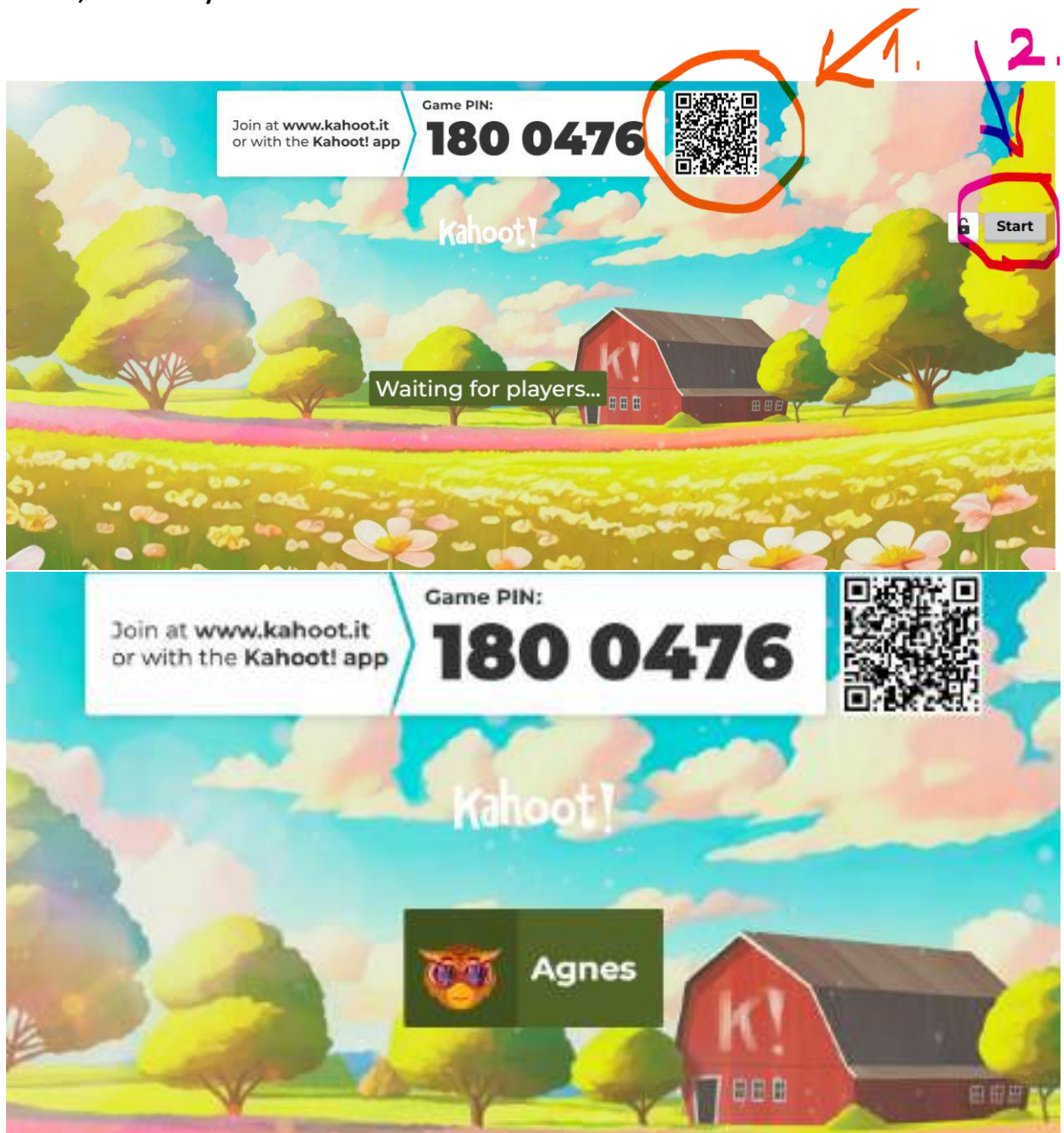
4. Click on HOST LIVE:



5. Select class1 and click START



6. Students can connect with a QR code. Trainer can start the game by pressing the START button, when every student is connected:



7. Click on the “Next” for changing to the next question.



In which region of Hungary is the hospitality company located?

Region of Debrecen

Region of Mátra-Bükk

Central Nyírség

In which wine region of Hungary, the agricultural company is located?

Upper Pannonian Wine Region

Tokaj Wine Region

Balaton Wine Region

Danube Wine Region

The hospitality company uses only products from external suppliers.

True

False

How many hectares does the agricultural company farm?

35 hectares

10 hectares

5 hectares

20 hectares

The agricultural business is exclusively dedicated to the production of wine.

True

False

What are the classic Tokaj wines?

Furmint, Blue franc, Kadarka

Linden, Bluebonnet

Zenit, Juhfark, Furmint

Furmint, Sárgamuskotály and Hárslevelű

The short supply chain means the we source the raw materials we need directly from the producer.

True

False

The hospitality company provides only restaurant services to its guests.

True

False

None of the companies use renewable energy sources.

True

False

Where is the farm Floriddia located?

Italy, Livorno

Italy, Tuscany

Italy, Pisa

Italy, Venice

Where is the catering company of the instructional video located?

Italy, Pisa

Italy, Livorno

Italy, Volterra

Italy, Venice

From which year does the farm sow only ancient grains?

2000

2009

2006

2020

Does the farm produce only primary products?

True

False

The farm doesn't use renewable energy sources.

True

False

What products does the catering company mainly produce?

pizza

cakes

The owner of the restaurant was able to see the production process in person at the agricultural company.

True

False

The farm cannot handle product logistics alone.

True

False

An important criterion for the restaurant is choosing always local suppliers.

True

False

Once the owner of the restaurant finished his studies, he knew exactly what organic certification meant.

True

False

Guests of the pizzeria do not know the company that supplies flour to the pizzeria:

True

False



Collecting information on hospitality companies

- What type of company is it?
- What products and services do they have?
- Where is it located?
- When was it founded?
- Who works for the company?
- Is it a family business?
- How big (number of employees, size)?
- What do you think about the company's marketing and branding? What channels do they use to gain visibility?
- How much competition is there in the area where you are located?
- How do they differentiate themselves from competitors?
- What are their strengths?

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**Funded by
the European Union**



1. What are the famous tourist attractions in the region?

- **environmental:** natural resources, national parks, spas, etc.
- **cultural:** ethnic diversity, world heritage sites, historic towns, castles, monuments, etc.
- **gastronomy:** events, fairs

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Funded by
the European Union**



What are the region's main raw materials and products? Describe at least 5. Describe how these 5 products differ from those of other regions of Hungary.

- climatic characteristics
- soil characteristics

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Do you think tourism or agriculture is stronger in the region? Do a little research and provide some evidence to support your claim:

- number of businesses
- statistics

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Name of company, institution
Address of company, institution
Name of official representative
Position, title of official representative

Subject: lower case, concise, keyword

Addressing the recipient (according to the national protocol)

Text of the official letter

1. I, XY, the undersigned, hereby request...

2. Body text
 - why we contact the recipient?
 - questionnaire link: [CLICK HERE TO COPY THE LINK FROM THE QUESTIONNAIRE](#)
 - what is the deadline?

Acknowledgements

Date

City, 2025

Sincerely

Signature, title