**Short Course: Basic Cookery and Healthy Living**

***Specification for Junior Cycle Level 2***

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***St. Michael’s Holy Angels.***

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***Introduction***

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of students and where possible provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student’s junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

*Rationale*

The rationale behind this course is to enable and facilitate learners to develop basic independent life skills that will allow them to acquire a level of independence appropriate to their age and needs.

The learning which will take place will not only enrich the lives of students at present but will also act as a stepping stone to help support the future needs of the students. Students will have the opportunity to develop personal, social and practical skills.

Knowledge, skills, attitude and personal interest are developed through projects, numeracy, literacy and links with the students own lives.

***Aim***

This course in Basic Cookery and Healthy Living aims to allow students to develop a basic knowledge of nutrition, healthy eating, budgeting and personal care so as to enable students to learn and develop skills that can be used by them at present and in the future.

***Overview: Links***

Tables 1 and 2 on the following pages show how Basic Cookery and Healthy Living may be linked to central features of learning and teaching in junior cycle.

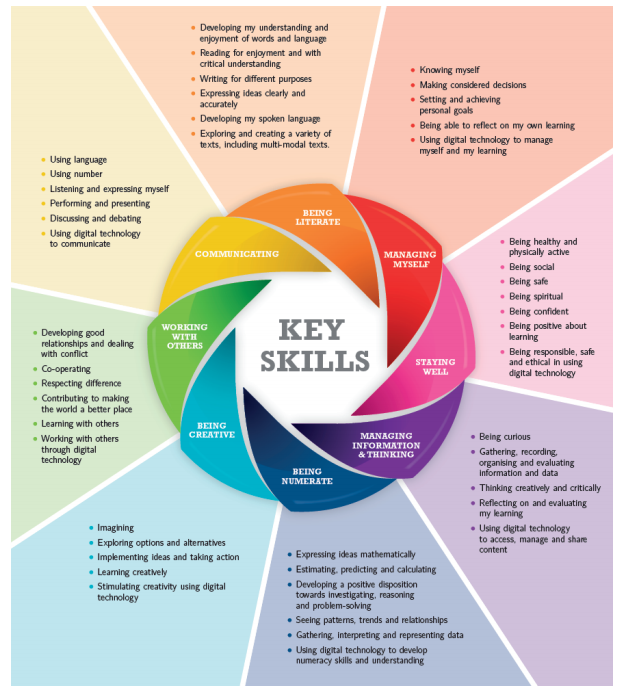
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| Statement of Learning | Examples of related learning in the course |
| Statement1: Communicates effectively using a variety of means in a range of contexts in L1 | Students communicate respectfully as they work collaboratively with peers and the teacher when offering and looking for help. They will use the correct names for kitchen utensils and appropriate terms in relation to cookery tasks.  Students have the opportunity to use a variety of writing forms throughout this short course. |
| Statement 11: Takes action to safeguard and promote his/her wellbeing and that of others. | In strands 1 & 2 students understand the importance of healthy eating and a healthy lifestyle for their health and in Strand 2 they also have the opportunity to learn about how to care for themselves in relation to personal hygiene etc.  Through all cookery lessons students demonstrate the safe and hygienic work practices. |
| Statement 15: Recognises the potential use of mathematical knowledge and skills and understanding in all areas of learning | Students use their mathematical knowledge through all strands. Students develop their knowledge and skills in relation to time, temperature, volume and weight.  Students apply their mathematical skills through the preparation of budgets, shopping lists and reviewing receipts of purchased items.  **Strand 3,4** |
| Statement 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in an ethical manner. | In strand 1, 2 and 3 students have the opportunity to use the internet to investigate and research challenges which they might meet during this short course. Students use word documents to design menus, presentations etc. |

Table 1: Links between junior cycle Basic Cookery and Healthy Living and the statements of learning.

*Key skills*

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

Figure 1: Key skills of junior cycle



This course offers opportunities to support all key skills but some are particularly significant. The examples below identify some of the elements that are related to learning activities in Basic Cookery and Healthy Living. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Table 2: Links between junior cycle Basic Cookery and Healthy Living and key skills

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| --- | --- | --- |
| ***Key skill*** | ***Key skill element*** | ***Student learning activity*** |
| Communicating | Listening and expressing myself | Students read steps in recipes to understand how to complete the task.  Students learn key words. |
| Staying Well | Being healthy, physical and active | Students give three reasons why exercise is important  Students give two reasons why healthy eating is important |
| Being Numerate | Estimating, predicting, calculating | Students weigh and measure    Students estimate how long it will take a dish to cook/bake |
| Being Literate | Listening and expressing myself | Students communicate appropriately with peers and teachers during class discussions |
| Managing myself | Setting and achieving personal goals | Students set a personal goal in relation to their own diet |
| Working with others | Learning with others,  Co-operating | Students work as part of a team during cookery lessons |
| Managing information and thinking | Reflecting on and evaluating my learning | Students evaluate their work in cookery lessons |

***Overview: Course***

This junior cycle short course in Basic Cookery and Healthy Eating focuses on supporting students to make wiser and more informed decisions through their learning in four strands: You are what you eat, Minding me, Being a wise consumer, Finding my way in the kitchen.

**Strand 1- You are what you eat! -** Students learn about nutrients and the function each nutrients has. Students prepare, cook and serve a variety of meals suitable for breakfast and lunch as well as preparing meals suitable for a limited number of special diets.

**Strand 2- Minding Me-** Students learn about the importance of healthy eating and exercise in order to maintain good health.

**Strand 3- Being a wise consumer-** Students understand the importance of being an educated consumer.

**Strand 4- Finding my way in the kitchen** – Students learn about the key hygiene and safety points to recall when working in the kitchen. Students also develop basic kitchen skills such as weighing and using the oven safely.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available. The learning outcomes of this course are broadly aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix 1).

The Basic Cookery and Healthy Eating short course has been designed for approximately 100 hours of student engagement.

***Expectations for students***

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Our school will design their own short courses and will create a bank of examples of student work for discussion and for future reference.

***Learning outcomes***

Learning outcomes are statements that describe the knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in Basic Cookery and Healthy Living. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours). The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

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| --- | --- | --- |
| **Students learn about** | **Students Learning Outcomes** | **Element** |
| **Nutrients** | * 1. List nutrients.   2. Give one function of macronutrients.   3. Identify foods associated with each macronutrient. |  |
| **The food pyramid** | 1.4 Identify different foods found on each shelf of the food pyramid  1.5 Name the food groups  1.6 Sort familiar food according to food group(B1)  1.7 Identify the number of portions required daily of each food group  1.8 Show understanding of what constitutes a portion size. | PC  Developing Healthy Eating Habits |
| **Breakfast** | 1.9 Explain why breakfast is important  1.10 Identify foods suitable for breakfast  1.11 Participate in the preparation of healthy breakfasts.(B4)(B5)  1.12Evaluate the dishes they have cooked  1.13 Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment | PC  Developing Healthy Eating Habits  C&L  Using non-verbal behaviour to get the message across |
| **Lunch** | 1.14 Identify foods suitable for lunch  1.15Analyse a lunch menu  1.16 Interpret different forms of writing and text, including social signs, and symbols, e.g. common formats of bills, menus…simple food preparation instructions(boil and egg, make a sandwich, make a cup of tea) (C3)  1.17 Suggest healthy and unhealthy lunch options.  1.18 Participate in the preparation of healthy lunches.(B4)  1.19 Evaluate the dish they have cooked | PC  Developing Healthy Eating Habits  C&L  Using non-verbal behaviour to get the message across |
| **Fruit** | 1.20 Identify different fruits  1.21Understand the importance of fruit in the diet  1.22 Prepare a variety of dishes using fruit  1.23Evaluate their own personal intake of fruit |  |
| **Vegetables** | 1.24 Identify different vegetables  1.25 Prepare a variety of dishes using vegetables  1.26 Judge their intake of vegetables in terms of the recommended daily allowance |  |
| **Special diets** | 1.27 List three special diets  1.28 Outline what a vegetarian is  1.29 Identify food suitable for a vegetarian  1.30 Prepare, cook and serve a meal suitable for a vegetarian  1.31 Outline what is meant by a gluten free diet  1.32 Identify foods suitable for a coeliac |  |

***Strand 2: Minding me***

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| **Students learn about** | **Student learning outcomes** | **Element** |
| **Healthy eating** | 2.1 Describe typical foods and drinks associated with a well-balanced diet e.g. eating fruit and vegetables.(B2)  2.2 Describe common consequences of a good diet, e.g. healthy heart, strong bones, clear skin, dental health.(B3)  2.3 Explain how the food we eat contributes to our state of health.(C5)  2.4 Give two examples of lifestyle choices which affect our health, e.g. eating too much fat will make you gain weight.(C6)  2.5 Set a personal challenge relating to their own diet | PC  Developing Healthy Eating Habits |
| **Being active** | 2.6 Identify three personal benefits of regular exercise, e.g. healthy weight, feeling good and having fun.(C1) | Developing a healthy lifestyle  (C1) |

***Strand 3: Being a wise consumer***

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| **Students learn about** | **Students …** | **Element** |
| **Making Consumer Choices** | 3.1 List two organisations that work on behalf of consumers(E1)  3.2 Describe situations when an item might need to be brought back to a shop(E2)  3.3 Describe what a guarantee is(E3)  3.4 Identify labels on packages and clothes etc.(E4)  3.5 Recognise the most important signs and symbols on labels(E5)  3.6 Write a complaint or make a verbal complaint in a mock situation(E6) | LC  Making Consumer Choices(E1), (E 2), (E3),  (E4), (E5), (E6) |

***Strand 4: Finding my way in the kitchen***

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| **Students learn about** | **Students will be able to** | **Element** |
| **What is kitchen safety** | 4.1 Identify hazards in the kitchen  4.2 Name daily practices that promote personal safety, e.g. pouring hot liquids and using protective clothes/gloves.(E3)  4.3 Use all tools and equipment correctly and safely in practical classes.(D2)  4.4 Describe and use electrical equipment correctly and safely in a range of practical classes, e.g using a food mixer in Home Economics.(D3) | PC  Developing a healthy lifestyle.(E3)  PFW  Developing an awareness of health and safety using equipment(D2)  (D3) |
| **Kitchen hygiene** | 4.5 Suggest ways to be hygienic in the kitchen  4.6 Demonstrate appropriate food hygiene and safety practices, e.g. washing your hands..(B5)  4.7 Evaluate their kitchen hygiene practices on an ongoing basis | PC  Developing Healthy Eating Habits(B5) |
| **Food hygiene** | 4.8 Identify the correct places to store different foods  4.9 Demonstrate appropriate food hygiene and safety practices(B6) | PC  Developing Healthy Eating Habits(B6) |
| **Weighing food** | 4.10 Use appropriate vocabulary to describe the units of weight and capacity e.g litres, 500ml(D1)  4.11 Identify the marks for the units of weight and capacity, e.g using a measuring jug, using a weighing scales(D2)  4.12 List some examples of weight and capacity from daily life, e.g. carton of milk(D3)  4.13 Use a graduated vessel to work out the capacity of liquids, e.g. using a jug to measure a litre of milk(D4)  4.14 Use a weighing scales to work out the weight of powders and solids, e.g. weighing the ingredients for the ingredients for a cake(D5)  4.15 Consider possible problems posed by not weighing ingredients properly. | Numeracy  Developing an Awareness of weight and capacity  (D1), (D2), (D3), (D4), (D5) |
| **Using the oven** | 4.16 Identify instruments used for indicating and adjusting temperature: thermometer, marked oven dial.(C2)  4.17 Locate appropriate temperatures on a cooker dial e.g. gas mark 4, 200 degrees centigrade(C4) | Numeracy  Developing an awareness of temperature(C2), (C4) |

**Links with Level 2 Learning programme.**

**Communication and Literacy**

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| Element | Code | Learning Outcome |
| Using non-verbal behaviour to get the message across | B5 | Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment |
|  | C3 | Interpret different forms of writing and text, including social signs, and symbols, e.g. common formats of bills, menus…simple food preparation instructions(boil and egg, make a sandwich, make a cup of tea) |

**Numeracy**

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| Element | Code | Learning Outcome |
| Developing an awareness of temperature | C2 | Identify instruments used for indicating and adjusting temperature: thermometer, marked oven dial. |
|  |  | Locate appropriate temperatures on a cooker dial e.g. gas mark 4, 200 degrees centigrade |
| Developing an awareness of weight and capacity | D1 | Use appropriate vocabulary to describe the units of weight and capacity e.g litres, 500ml |
|  | D2 | Identify the marks for the units of weight and capacity, e.g using a measuring jug, using a weighing scales |
|  | D3 | List some examples of weight and capacity from daily life, eg knowing own weight, a carton of milk. |
|  | D4 | Use a graduated vessel to work out the capacity of liquids, e.g. using a jug to measure a litre of milk |
|  | D5 | Use a weighing scales to work out the weight of powders and solids, e.g. weighing the ingredients for a cake |

**Personal Care**

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| Element | Code | Learning Outcome |
| Developing Healthy Eating Habits | B1 | Sort familiar food according to food group. |
|  | B2 | Describe typical foods and drinks associated with a well-balanced diet e.g. eating fruit and vegetables. |
|  | B3 | Describe common consequences of a good diet, e.g. healthy heart, strong bones, clear skin, dental health |
|  | B4 | Participate in the preparation of healthy meals, e.g. breakfast/lunch, dinner |
|  | B5 | Identify common safe practices associated with food preparation and storage, e.g. washing your hands, separating raw/cooked meat in a domestic fridge. |
|  | B6 | Demonstrate appropriate food hygiene and safety practices, e.g. wearing a hair net, cleaning the worktop. |
| Developing a healthy lifestyle | C1 | Identify three personal benefits of regular exercise, e.g. healthy weight, feeling good and having fun. |
|  | C5 | Explain how the food we eat contributes to our state of health. |
|  | C6 | Give two examples of lifestyle choices which affect our health, e.g. eating too much fat will make you gain weight. |
|  | E3 | Name daily practices that promote personal safety, e.g. pouring hot liquids and using protective clothes/gloves. |

**Living in a community**

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| Element | Code | Learning Outcome |
| Making consumer choices | E1 | List two organisations that work on behalf of consumers |
|  | E2 | Describe situations when an item might need to be brought back to a shop |
|  | E3 | Describe what a guarantee is |
|  | E4 | Identify labels on packages and clothes etc. |
|  | E5 | Recognise the most important signs and symbols on labels |
|  | E6 | Write a complaint or make a verbal complaint in a mock situation |

**Preparing for work**

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| Element | Code | Learning Outcome |
| Developing an awareness of health and safety using equipment | D3 | Describe and use electrical equipment correctly and safely in a range of practical classes, e.g using a food mixer in Home Economics. |
|  | D2 | Use all tools and equipment correctly and safely in a range of practical classes. |

***Assessment and reporting***

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, researching, presenting, planning and taking action. In these contexts students with their teachers and peers reflect upon and make judgements about their own and others learning by looking at the quality of particular pieces of work. They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not only on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific *Classroom-Based Assessment* relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools an Assessment Toolkit is available online. Along with the guide to the Subject Learning and Assessment Review (SLAR) process the Assessment Toolkit will include learning, teaching, assessment and reporting support material.

***Classroom-Based Assessment***

*Classroom-Based Assessments* are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one *Classroom-Based Assessment.* Where feasible, teachers of short courses will participate in learning and assessment review meetings.

A practical cookery exercise will take place in year three of this short course. Students are given a specific task and will need to carry out research. The task will require students to use knowledge they have acquired from this short course.

There are 6 aspects to the assessment.

* Planning
* Preparing
* Costing the ingredients to stay within the budget
* Adhere to personal hygiene and safety rules
* Adhere to food hygiene and safety guidelines
* Complete a written evaluation and a self-evaluation

Learning Outcomes relevant to the CBA include

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| --- |
| SLO’s 1.12, 1.14, 1.15, 1.16, 2.1 2.5, 3.12, 3.13, 4.2, 4.3, 4.6, 4.7, 4.10, 4.12, 4.13. |

Preparation: The Classroom Based Assessment can be undertaken following completion of the 4 strands of the short course. In the time leading up to the assessment pupils are presented with a task which is different to one they have explored during their course. While the task is new it will share some features in common with one pupils have worked on during the short course. Pupils will be presented with a range of ingredients with the price. They must choose the most suitable foods so as to ensure they present a balanced product whilst remaining within the budget. Pupils must demonstrate their culinary skills whilst adhering to guidelines for personal and food hygiene guidelines.

***Features of quality***

The features of quality support student and teacher judgement of the classroom based assessment and are criteria that will be used by teachers to assess students’ final Classroom-Based Assessment.

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| Features of Quality: Classroom Based Assessment |
| Achieved   * Planning shows understanding of what constitutes a balanced food product * The item produced contains the main nutrient groups as represented on the food pyramid * The budget is adhered to * Foods chosen are suitable for the task brief * Pupil demonstrates good hygiene and safety skills throughout task * An evaluation of the product and a self-evaluation is complete |

The decision about whether the students work is allocated the Achieved Descriptor is based on the teacher coming to a judgement that the students work on balance matches The Features of Quality as set out above.

***Inclusive assessment***

Inclusive assessment practices whether as part of ongoing assessment or the Classroom-Based Assessment are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student’s learning throughout the year. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student’s performance in the Classroom-Based Assessment. Accommodations which enable all students to access learning and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the Classroom-Based Assessment. Equally, a student who cannot speak may draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available here and guidelines for teachers of students with general learning disabilities are available here.

***Appendix 1: Level indicators for Level 3 of the National Framework of Qualifications.***

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 2 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

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| NFQ | Level 2 |
| Knowledge  *Breadth* | Knowledge moderately broad in range |
| Knowledge  *Kind* | Mainly concrete in reference and with some comprehension of relationship between knowledge elements |
| Know –  *How and skill Selectivity* | Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems |
| Competence  *Context* | Act within a limited range of contexts |
| Competence  *Role* | Act under direction with limited autonomy; function within familiar, homogeneous groups |
| Competence  *Learning to learn* | Learn to learn within a managed environment |
| Competence  *Insight* | Assume limited responsibility for consistency of self understanding and behaviour |