



Short Course

Food, Glorious Food

Level 1 Specification for Junior Cycle Short Course



Contents

| | |
|--|----|
| Short courses and Level 1 Learning Programmes | 3 |
| Introduction to junior cycle | 4 |
| Rationale | 5 |
| Aim | 6 |
| Overview: Links | 7 |
| Overview: Course | 11 |
| Expectations for students | 13 |
| Learning outcomes | 13 |
| The progression continuum for L1LPs | 13 |
| Assessment and reporting | 19 |
| Appendix A: Level indicators for Level 1 of the National Framework of Qualifications | 22 |

Short courses and Level 1 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 1 Learning Programme (L1LP) alongside other curriculum components (from Level 1 and possibly one or two from Level 2). The L1LPs are planned around a number of Priority Learning Units (PLUs) which focus on developing the personal, social and practical skills of students. In addition to the Priority Learning Units, students can study short courses with learning outcomes broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A). Food, glorious food is one of the first of three short courses that the NCCA has developed.

The target group of students for whom L1LPs and Level 1 short courses have been developed are typically students presenting with significant learning needs. Some of them will have had a formal assessment by an educational psychologist which will have placed them in the low-moderate, severe or profound categories of learning disability and they will have had a personalised learning plan while in primary school. In this context, the L1LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as elementary literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination, and social and personal development. The L1LPs also offer the chance for students to improve the length of time they can concentrate on activities, along with their capacity to generalise and transfer knowledge and skills across situations, and to process information from more than one sensory channel.

Introduction to junior cycle

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 learners, 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

Food, glorious food is a subject that is highly motivating for a lot of students undertaking L1LPs. This short course builds on and promotes the development of a range of personal, social and practical skills in the context of learning about food, drink and nutrition. As well as learning about healthy eating and drinking, students also participate in purchasing, preparing and consuming food and drink. They have opportunities to visit and use local shops and food outlets. Practical life skills such as laying a table, using money and choosing from a menu are also developed. Students develop essential skills such as those of communication; language and literacy; numeracy; labelling; classifying and comparison. Knowledge, independent living skills and attitudes for life are developed through hands-on activities, links with the community and creative projects.

Aim

This short course aims to develop the student's knowledge about where food comes from, how to plan a menu and to purchase food and drink in a variety of settings. They also learn about healthy food and drink and making informed choices around what they consume. Cognitive, social and practical skills are developed in the context of learning about food, drink and nutrition.

Overview: Links

Tables 1 and 2 on the following pages show how Food, glorious food may be linked to central features of learning and teaching in junior cycle.

Food, glorious food and statements of learning

Table 1: Links between Food, glorious food and the statements of learning

| Statements of learning (SOL) | |
|--|--|
| Statement | Examples of related learning in the course |
| SOL 1: The student communicates effectively using a variety of means in a range of contexts in L1. | The student uses a range of expressive communication skills to interact with others in school and in the community in informal and formal situations. Text ¹ is interpreted and used to make informed choices around food and drink to be consumed. |
| SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices. | In all strands, the student learns about making choices regarding the food and drink that they consume. They explore the differences between healthy and unhealthy food and drink and planning a balanced diet. They have opportunities to grow their own food and visit local producers and suppliers. Dining in a range of settings enables them to transfer their knowledge across a range of practical situations. |
| SOL 23: The student brings an idea from conception to realisation. | Through planning and creating a menu the student uses all of the skills developed in the course in a practical and meaningful way. |

¹ Text to include all products of language use: oral, gesture, sign, written, visual, electronic and digital.

Food, glorious food and key skills and Priority Learning Units

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



There is an overlap between the learning in the PLUs with the key skills of junior cycle developed for all students.

Table 2 below lists the PLUs, some elements of those PLUs and the sorts of associated learning activities that will support students in achieving the learning outcomes and elements of the PLUs. Teachers can also build many of the other elements of the key skills of junior cycle into their classroom planning.

Table 2: Links between the Priority Learning Units (PLUs), elements of the PLUs and student learning activity

| PLU | PLU element | Student learning activity |
|--------------------------------------|--|--|
| Communication, language and literacy | Reading | The student makes choices around food and drink when presented with a range of texts in a variety of settings. |
| Numeracy | Pattern and sequence Measure and data | The student follows the correct sequence of steps to prepare a healthy snack. The student uses money to buy ingredients needed for a planned menu, and pays for food when eating out. |
| Personal care and wellbeing | Food and nutrition Personal safety | The student plans, shops for and prepares food, following a recipe. When using cooking equipment the student does so carefully. Food is handled and stored safely and appropriately. |
| Being part of a community | Using local facilities | Students identify where to buy items of food and/or drink and know where to store them within their familiar environments. |
| The arts | Visual art | The different features of natural, raw ingredients (such as vegetables and fruit) and those of processed food, are explored through the senses. |

| | | |
|----------------------------|---|--|
| Physical education (PE) | Movement skills (athletics/gymnastics) | Fine motor skills for eating and drinking as well as food preparation are developed |
|----------------------------|---|--|

Overview: Course

The specification for this junior cycle short course in Food, glorious food focuses on developing cognitive, social and practical skills through four inter-connected strands. The four strands presented here are: **Nutrition, Where does food come from? Eating in** and **Dining out**.

Strand 1: Nutrition. In this strand students learn about the feelings of hunger and thirst. They investigate healthy and unhealthy food and drink, and what a balanced diet is. Students also focus on their own individual dietary requirements.

Strand 2: Where does food come from? This strand provides opportunities for students to investigate different sources of food and explore their local and wider community. Food from around the world is also explored through the senses.

Strand 3: Eating in. In this strand students learn about different types of meals and the foods associated with them. A variety of communication and numeracy skills are used and enhanced through planning and preparing a meal. Safety in the kitchen related to hygiene, use of equipment and storage of food are also learned.

Strand 4: Dining out. This strand enables students to use their knowledge and skills related to eating and drinking when dining outside of the home or school. They learn about the different types of dining experiences, choosing food from a menu and appropriate etiquette.

Teamwork is encouraged throughout all four strands. Practical, hands-on and problem-solving learning activities should be in evidence across all strands of the course. Opportunities for reflection on learning are embedded throughout the course.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course². Schools have the flexibility to adapt any NCCA-developed short course to suit their needs and school context, with the exception of the Classroom-Based Assessment, which all students taking this short course complete. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short courses are available at http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle_Short-Courses.

² Teachers take into consideration the feeding and dietary requirements of students who are undertaking this course.

The learning outcomes in this short course are broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A). The 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. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in a personal project. 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).

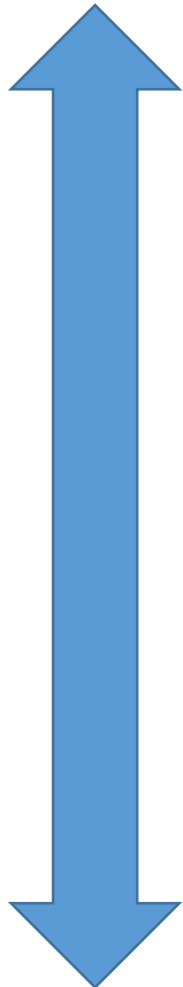
The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

The progression continuum for L1LPs

The progression continuum (below) consists of seven pathways, which describe, in broad terms, learning and development related to Level 1.

The pathways are written to reflect an order of progression, though these students do not always develop intellectually or functionally in a linear fashion. Teachers can use the continuum to help them understand how a student is functioning in respect of their learning. Students may be on different pathways for different areas of learning or learning outcomes. The continuum supports teachers in identifying the next appropriate pathway for students in their learning journeys.

The progression continuum



| PROGRESSION PATHWAYS | The student... |
|------------------------|--|
| EXPERIENCING | is present during a learning activity. S/he is awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences. |
| ATTENDING | becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment. |
| RESPONDING | demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support. |
| INITIATING | shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment. |
| ACQUIRING | demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning. |
| BECOMING FLUENT | moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned. |
| GENERALISING | transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts. |

| Strand 1: Nutrition | |
|---|--|
| <i>Students learn about</i> | Learning outcomes <i>Students can</i> |
| Hunger and thirst | 1.1 communicate feelings of hunger and thirst 1.2 investigate why we need to eat and drink 1.3 recognise equipment used for eating and drinking 1.4 refine skills for eating and drinking 1.5 identify feeling full when eating |
| Healthy and non-healthy food and drink | 1.6 use the senses to explore different types of food and drink 1.7 identify different types of food and drink—vegetables, meat, bread, sweets, juice etc. 1.8 participate in categorising food/drink into healthy and non-healthy |
| A balanced diet | 1.9 show preferences for foods and drinks 1.10 use the food pyramid to plan a balanced meal/diet 1.11 develop an understanding of recommended portion sizes for men, women, children, the elderly, those recuperating after illness etc. |
| Dietary requirements | 1.12 demonstrate awareness of their own/others' dietary requirements 1.13 accept and reject food/drink suitable to their own needs 1.14 name some food allergies and list the effects of them |

| Strand 2: Where does food come from? | |
|---|--|
| <i>Students learn about</i> | Learning outcomes <i>Students can</i> |
| Growing our own | 2.1 identify plant parts and what a plant needs to grow 2.2 show awareness that not all plants can be eaten 2.3 classify fruit and vegetables 2.4 participate in planting, tending and caring for vegetable seeds |
| Land and sea | 2.5 know that fish live in water and animals live on land 2.6 identify animals that produce meat or dairy products 2.7 match animals to the meat/dairy they produce |
| Shops | 2.8 name/label different types of food departments/shops (butcher, green grocer, sweet shop, bakery etc.) 2.9 participate in food shopping in their locality |
| Food from around the world | 2.10 explore food/drink produced locally and in Ireland 2.11 respond with curiosity to unfamiliar or imported food and drink 2.12 visit a shop or eatery that is ethnically different to an Irish one |

| Strand 3: Eating in | |
|-----------------------------|--|
| <i>Students learn about</i> | Learning outcomes <i>Students can</i> |
| Meals | <p>3.1 identify the times of the day when specific meals are eaten</p> <p>3.2 match food and with specific meals of the day</p> <p>3.3 show preferences for favourite foods and drinks to be consumed at meal times</p> |
| Planning | <p>3.4 plan a menu for a meal for self/others/an event³</p> <p>3.5 create a shopping list for the meal to be made</p> <p>3.6 identify shop(s) where ingredients can be bought for the meal</p> <p>3.7 gather what will be needed to go shopping (list, money, bags etc.)</p> <p>3.8 plan how to travel to the shop(s)</p> |
| Shopping | <p>3.9 use shopping list to select ingredients in shop(s), asking for assistance when required</p> <p>3.10 handle real money to pay for ingredients</p> <p>3.11 participate in packing shopping bags appropriately</p> |
| Storing | <p>3.12 demonstrate knowledge of where to store food properly</p> <p>3.13 use a range of storage equipment to keep food fresh (cling film, foil, containers, fruit bowl, fridge, freezer etc.)</p> |
| Preparing a meal | <p>3.14 demonstrate basic hygiene procedures when handling food</p> <p>3.15 follow safety rules for using kitchen equipment</p> <p>3.16 show awareness of risks in familiar environments when preparing food</p> <p>3.17 use equipment to measure/weigh/time, when cooking</p> <p>3.18 follow a sequence of steps in a recipe</p> <p>3.19 lay a table for a meal and participate in serving a meal</p> |

³ An event may provide an opportunity for students to learn mini-enterprise skills eg: cake sale/famers market.

| Strand 4: Dining out | |
|-----------------------------|---|
| <i>Students learn about</i> | Learning outcomes <i>Students can</i> |
| Dining experiences | <p>4.1 identify different types of settings where food/drink is consumed</p> <p>4.2 link types of meals to settings</p> <p>4.3 recognise and identify well-known restaurant chains from their logos</p> <p>4.4 compare different dining experiences</p> |
| Menu and etiquette | <p>4.5 seek meaning from combinations of signs, symbols or text for practical purposes, such as pictures on a menu, self-service areas in cafes etc.</p> <p>4.6 behave appropriately in different dining settings</p> <p>4.7 use appropriate eating/drinking utensils</p> |

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, presenting, planning, taking action and, at an appropriate level, finding out information. 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 (according to their ability). 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 just 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. 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.

Classroom-Based Assessment: My healthy meal

This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the Food, glorious food short course. The Classroom-Based Assessment should begin after work in the four strands has been completed.

The Classroom-Based Assessment will provide an opportunity for the student to demonstrate the skills that they have learned about healthy eating and drinking. The assessment will engage the student using practical life skills which they have developed. They will be required to plan, prepare and make a meal for themselves or another/others. They will need to demonstrate an awareness of safety and hygiene around food storage and preparation. The title is open to interpretation based on the student's individual ability, strengths and needs.

Features of Quality

The Features of Quality support student and teacher judgement of the Classroom-Based Assessment and are the criteria that will be used by teachers to assess students' Classroom-Based Assessments.

More detailed material on assessment and reporting in this junior cycle short course, including Features of Quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for Food, glorious food.

Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessments, 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 curriculum 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 sign/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 A: Level indicators for Level 1 of the National Framework of Qualifications

This short course has been developed in broad alignment with the level indicators for Level 1 of the National Framework of Qualifications.

| Descriptor | |
|---|---|
| Title | Level 1 Certificate |
| Purpose | This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training. |
| NFQ Level | 1 |
| Volume | Small |
| Knowledge - breadth | Elementary knowledge |
| Knowledge - kind | Demonstrable by recognition or recall |
| Know-how and skill - range | Demonstrate basic practical skills, and carry out directed activity using basic tools |
| Know-how and skill - selectivity | Perform processes that are repetitive and predictable |
| Competence - context | Act in closely defined and highly structured contexts |
| Competence - role | Act in a limited range of roles |
| Competence – learning to learn | Learn to sequence learning tasks; learn to access and use a range of learning resources |
| Competence - insight | Begin to demonstrate awareness of independent role for self |
| Progression & Transfer | Progression to programme leading to a Level 2 Certificate, or at a higher level if appropriate. |

