

Life Skills Short Course

1. Introduction to junior cycle: (Common to all short courses)

2. Rationale:

Life Skills has a direct relevance to the present life of each young person.

The purpose of this short course is to equip young people in certain important skills for living as individuals and of establishing and developing a stable environment for their families.

It encompasses studies of many of the processes which are necessary for day to day living, particularly within the household.

This short course focuses on the following Key Skills of Junior Cycle - managing myself, being creative and staying well along with touching on the others. This is to ensure that the young person taking the course will be equipped for personal independence and be able to take shared responsibility in the household and community in which he/she lives.

3. Aim:

This short course aims to provide pupils with knowledge and practical skills needed for everyday life within the home and community by:

1. developing their culinary skills.
2. ensuring students will be capable of making wise nutritional decisions.
3. ensuring students will be competent in making wise consumer decisions.
4. developing students' basic first aid skills.

4. Links:

a) **Statements of Learning:**

<i>Statement:</i>	<i>Examples of relevant learning in the course:</i>
SOL4 The student creates and presents artistic works and appreciates the process and skills involved.	In groups students will create a 3D food pyramid. Students will assemble various hygiene and safety hazard scenes. Students will present balanced menus for various special diets.
SOL11 The student takes action to safe guard and promote her/his wellbeing and that of others.	Students will practice various hygiene and safety rules during practical classes. Students will learn a range of practical basic first aid skills so that they are competent in dealing with common injuries at home or in their community.
SOL13 The student understands the importance of food and diet in making healthy lifestyle choices.	Students will learn the importance of healthy eating and analysis their own diets, identify how they can improve and why this is necessary. Students will investigate various diseases caused by a lack of healthy eating.

SOL14 The student makes informed financial decisions and develops good consumer skills.	Students will learn how to be wise consumers when making food related purchases. Students will develop their budgeting skills by planning personal and household budgets.
SOL23 The student brings an idea from conception to realisation.	In groups, students will decide on a menu suitable for a specific group, then prepare, cook & serve this in their practical class. In groups, decide how best to make their 3D food pyramid and put this into action.

b) Key Skills:

<i>Key Skill:</i>	<i>Key Skill Element:</i>	<i>Student Learning Activity:</i>
Being Creative	Exploring options and alternatives.	Students apply the design process in the choosing of certain optional ingredients for their dishes & after each cookery class suggest ways of modifying their dishes/ presenting their dishes to make them more creative & appealing.
Being Literate	Expressing ideas clearly and accurately.	Students demonstrate the importance of effective communication by lodging a consumer complaint (letter/email).
Being Numerate	Estimating, predicting and calculating.	Students apply their numerical skills in the preparation of a budget and when weighing and measuring various ingredients.
Communicating	Discussing and debating.	Students demonstrate the importance of clear communication when deciding on who has to bring in the necessary ingredients for their practical classes. Students demonstrate the importance of clear communication when carrying out first aid role plays.
Managing Myself	Making considered decisions.	Students learn the importance of organising themselves in a cookery class.
Staying Well	Being healthy and physically active.	Students will learn the importance of the food pyramid and understand the importance of healthy eating.
Managing Information & Thinking	Thinking creatively and critically.	Students will work in groups to plan healthy, balanced meals.
Working with others	Co-operating	Students will learn the importance of co-operating and working with their peers in cookery classes.

c) Overview: Course

Strand 1: My Culinary Skills

In this strand, students develop their culinary skills by preparing, cooking & serving both sweet and savoury dishes. The purpose of the culinary Skills component is to ensure that each student is capable of completing a range of skills necessary to be self-sufficient in the planning, preparation, cooking and presentation of food for individuals and family groups. Students will be capable of implementing the various necessary hygiene and safety procedures during a practical cookery class.

Strand 2: Healthy Eating

In this strand, students will learn the importance of healthy eating and analysis their own diets, identify how they can improve and why this is necessary. Students will gain an understanding of nutrients. Students will be capable of reading nutritional food labels which will help them make wise nutritional food choices.

Strand 3: Savvy Shopper/Consumerism

In this strand, students will learn how to be wise consumers when making food related purchases. Students will develop their budgeting skills by planning personal and household budgets.

Strand 4: Basic First Aider

Students will learn a range of practical basic first aid skills so that they are competent in dealing with common injuries at home or in their community.

6. Expectations for students:

Work in progress

7. Learning Outcomes:

Strand 1: My Culinary Skills	
<i>Students learn about:</i>	<i>Learning Outcomes: Students should be able to:</i>
Key Topic: Equipment & Utensils Hygiene & Safety practices Weighing & measuring Basic culinary skills	<ul style="list-style-type: none">• Students will be able to manage themselves safely in practical classes.• Students will prepare, bake and serve various dishes while illustrating the use of basic cooking equipment: hand held blender/electric mixer/ grill/oven/ hob/ sharp knife/grater/ juicer etc. evaluate practical work.

Strand 2: Healthy Eating	
<i>Students learn about:</i>	<i>Learning Outcomes: Students should be able to:</i>
Key Topic: Food Pyramid Basic nutrients Food Labelling	<ul style="list-style-type: none">• Students will learn the importance of nutrition and diet in contributing to health and wellbeing.

Strand 3: Savvy Shopper	
<i>Students learn about:</i>	<i>Learning Outcomes: Students should be able to:</i>
Key Topic: Consumerism Budgeting Complaints	<ul style="list-style-type: none"> Students will learn how to be wise consumers when making food related purchases.

Strand 4: Basic First Aider	
<i>Students learn about:</i>	<i>Learning Outcomes: Students should be able to:</i>
Key Topic: Accident scene management/casualty assessment Recovery Position Treatment of minor injuries	<ul style="list-style-type: none"> Students will learn a range of practical basic first aid skills so that they are competent in dealing with common injuries at home or in their community.

8. 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 to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways such as:

- Written pieces
- Oral presentation - individual/group work with the aid of digital media.
- Practical culinary assessment - individual/pair work.
- Role - play scenarios

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's progress and achievement in short courses, both in ongoing assessment and in the specific Classroom-Based assessment relating to this course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA).

9. Classroom-Based Assessment: Final project

(Proposed timing: after Christmas year 2, approx 6 hours of class time)

The classroom based assessment will be linked to all 4 strands of our short course.

The whole class will work together to submit a recipe booklet aimed at busy teenagers.

This will be achieved by dividing the class into groups, 2/3 students per group, dependent on class size. Each group will get assigned a certain meal (starters, main courses, desserts, breakfasts, lunches, snacks etc.. Each group will present 4 recipes while making various links to:

- nutritional value of the dish/ tips on possible healthy modifications,
- consumer savvy tips,
- important hygiene & safety measures to remember,
- basic first aid pointers.

As part of the CBA, students will use technology, where appropriate, in researching, analysing, planning and presenting their project.

Criteria for assessment:

The CBA will be assessed by the teacher using the features of quality:

- Colourful, appealing, easy to read recipes including pictures.
- Chosen dishes suitable for stated target audience (culinary skills & cost effective)
- Each recipe submitted should link to at least 2 of the following;
 - nutrients present in the dish/functions of these.
 - tips on possible healthy modifications,
 - consumer savvy tips - money saving tips in relation to the ingredients needed.
 - important hygiene & safety measures to remember,
 - basic first aid pointers.

- **Inclusive assessment:**

(Common to all short courses)