Short Course

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

Contents

Short Courses and Level 2 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 2 Learning Programme (L2LP) alongside other curriculum components (from Level 2 and possibly one or two from Level 3). The L2LPs are planned around a number of Priority Learning Units 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 aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix 1).

The target group of students for whom L2LPs and Level 2 Short Courses have been developed are typically students presenting with significant learning needs. Formal assessment by an educational psychologist will have placed these students in the low mild to high moderate categories of learning disability and they will have had a personalised learning plan while in primary school.
In this context, the L2LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as basic literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination, and social and personal development. The L2LPs 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.

The junior cycle allows students make a greater 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 directly 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, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

This course develops a range of personal and practical skills for everyday life. Learning where food comes from and being to grow various ingredients for their meals can motivate students to eat nutritious, healthy food. Essential skills are developed through; cultivating plants, planning and cooking healthy meals, budgeting and working to a timeline. ICT skills are developed such as using a spreadsheet, photography and image editing, and design of an e-cookery book.

This course also builds upon previous learning in the areas of Personal Care, and Cookery and Horticulture.

Aim

This short course aims to teach students how to be independent in providing healthy, nutritious meals for themselves from growing their own vegetables to cooking healthy dishes.

Overview: Links

Tables 1 and 2 on the following pages show how the short course may be linked to central features of learning and teaching in Junior Cycle.

Grow It! Cook It! Eat It! and Statements of Learning

Table 1: Links between Grow It! Cook It! Eat It! And Statements of Learning

Statement	Examples of relevant learning in the course
SOL 13: Understands the importance of food and diet in making healthy lifestyle choices.	The student describes typical foods and drinks associated with, and the benefits of maintaining a well-balanced diet during Strand 1. While participating in the preparation of healthy meals during Strand 3, the student can identify and apply common safety practices associated with food preparation, food hygiene and storage.
SOL 20: Uses appropriate technologies in meeting a design challenge	The student uses technology to record various steps during all stands and to communicate in activities with others. The student uses frequently used keys appropriately, uses a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely. The student accesses a range of websites on the internet during strands 1 and 3 to information and inform decision making.
SOL 23: Brings an idea from conception to realisation.	The student participates co-operatively and demonstrates an ability to negotiate with peers during planning in strand 1 and during the cooking and creation of e-book in strand 3. The student expresses opinions on how performance could be improved. The student sequences a number of steps to be taken to successfully complete the activities in strand 2. The student identifies safety procedures learns how to use tools or equipment associated with the activity safely and correctly in strand 2 and 3. The student reviews the activites to evaluate its success and assesses effectiveness of own role in the activity

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.

Priority Learning Unit	PLU element	Student learning activity
Communicating and Literacy	Using suitable technologies for a range of purposes	The student; Uses e-book production software to produce their section in the e-Cookery book. Records using a camera and video camera. Uses spread-sheets, calendars and graph apps on their iPads. Creates an e-portfolio and virtual gardening diary.
Numeracy	Using data for a range of different purposes	The student; Collects and represents data on the growing plants. Creates and uses a spread-sheet and calendar on the growing season, from seed to harvest.
Personal Care	Developing healthy eating habits	The student; Lists what constitutes a healthy well-balanced meal. Learns about the importance of personal hygiene in food preparation.
Living in a Community	Using local facilities	The student; Visits a local allotment and discusses the food grown by the owners. Compares their own produce.
Preparing for Work	Being able to set goals for learning	The student; Sets out long- term aims for the project, including working backwards, from planning the menu to choosing the plants to growing the plants.

Overview: Course

The strands in this short course are:

Strand 1 – Choosing the Plants

Strand 2 – Growing the Plants

Strand 3 – Cooking the Dishes and creating the e-Cookery Book

Strand 1 is designed to be undertaken by the students at the start of the short course as it involves planning the menu and therefore the plants to be grown.

Strand 2 will be structured to align with the growing season

Strand 3 will include photography and film making skills used in the production of the e-Cookery book

The short course will be over at least 2 years;

Planning and choosing/practising dishes in term 1 and 2

Planting, growing and harvesting during terms 2, 3 and 4.

Producing assessment tasks and the ebook in terms 5 and 6.

The course has been designed for approximately 100 hours of student engagement.

The learning outcomes of the course are aligned with the Level Indicators for Level 2 of the National Framework of Qualifications (Appendix 1).

Note that the nature and number of learning outcomes in the course reflects the approach of structuring and scaffolding learning for the particular target group of students working on Level 2 Learning Programmes.

Getting started

Before the student begins, some time is spent introducing and discussing the course to establish how it fits with and can enhance the student's personalised learning programme. Prior knowledge and particular areas of interest can be established. Using the PLU elements as a reference point, the student's strengths, and areas needing improvement, are discussed to establish personal development and learning goals.

Expectations for students

Examples of student work will be used to illustrate the expectations for students in the short course. These annotated examples will relate directly to a learning outcome or groups of learning outcomes. In the case of this short courses, some indicative examples of student work will be generated by the school over time to guide teachers and students during the introductory years of the course

Strand 1: Choosing the Plants

	LEARNING OUTCOMES	
Students learn about	**Students should be able to**	
What plants can be grown	1.1	research what plants can be grown in the school garden and select favourite from a variety of fruit and vegetables
	1.2	investigate what plants need a different climates and why
	1.3	discuss what plants to grow with local gardeners
What plants need to grow	1.4	explain the four main stages of the life cycle of a plant and create a visual timeline
	1.5	create a timeline/spread-sheet on when to plant seeds demonstrate the process of planting seeds
	1.6	experiment with different growing conditions
The timeline of planting and harvesting	1.7	demonstrate how to add reminders onto the calendar app; when to water, measure, record
	1.8	sequence the tasks to be taken when growing plants
	1.9	negotiate with other students to share responsibility for various tasks
	1.10	identify and harvest the fruit/edible parts of plants
Creating a well balanced menu	1.11	organise and classify foods into food groups and identify what constitutes a healthy meal
	1.12	explain how the food we eat contributes to our state of health. Reflect on what has been learned and how this can be applied to making choices around their own healthy eating habits.
	1.13	choose favourite dishes and justify choices
	1.14	plan and produce the menu as the first pages in the e-cookery book

Strand 2: Growing the Plants

	LEARNING OUTCOMES	
Students learn about	**Students should be able to**	
How to prepare a seed bed or tray	2.1	prepare a seed tray or pot and handle the seeds correctly
	2.2	describe strategies to protect the seeds from the elements
	2.3	assemble equipment needed and dig the ground to prepare seed drills
Caring for plants	2.4	handle the seedlings and 'pot on'
	2.5	plant the seedlings in prepared beds
	2.6	care for the plants and keep the beds free of weeds
	2.7	water and feed the plants
Recording the plants growing	2.8	contribute to the gardening and weather diary logging the tasks
	2.9	compare the rate of growth of different plants
	2.10	create graphs of growing patterns and interpret data
	2.11	take photographs as a record and to use in the e-cookery book
Harvesting plants	2.12	identify when is the correct time to harvest plants
	2.13	demonstrate safe working practice in the garden
	2.14	use a range of gardening tools when harvesting
Reflection and transfer	2.15	review and evaluate the how each plant has grown. Tell the story of how a plant has grown from seed to fruit
	2.16	assess the effectiveness of their own role in the activity. 2.17 describe the skills necessary to be a skillful/effective gardener

Strand 3 – Cooking the Dishes and creating the e-Cookery Book

		LEARNING OUTCOMES
Students learn about		**Students should be able to**
Prepare for cooking and prepare the ingredients	3.1	demonstrate a number of important appropriate food hygiene practices. Prepare self, clean hands, hair tied up etc. and keep the working area clean and organised
	3.2	assemble equipment and the elements of the dishes
	3.3	identify potential dangers and demonstrate safe working practices to prepare the ingredients
Cook or assemble the dishes	3.4	follow a recipe or visual directions in undertaking a task
	3.5	cook three courses with background supervision
	3.6	demonstrate the steps necessary to tidy up after food preparation.
Present the dishes	3.7	work with a partner to set the table, make it look attractive
	3.8	create attractive looking dishes, take into account presentation
	3.9	serve the dishes during the assessment task
	3.10	demonstrate courtesy and attentiveness when serving the dishes. Give two examples of how the assessment task went well and how it could have been improved

Using an e-Book software package, produce section of e-cookery book	3.11	open and load the program and choose a template for their section
	3.12	use a word processing app to write out the recipe
	3.13	select the most appropriate photographs and videos to use, crop and resize the photographs and paste into the book
	3.14	work collaboratively to edit the final book
	3.15	recognise the need for continuity and quality control

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 judgments 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 Pro le 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: Presentation

This Classroom-Based Assessment is the culmination of the work undertaken in the three strands of the personal project short course. The Classroom-Based Assessment should begin after work in the three strands has been completed.

The presentation completed for the Classroom-Based Assessment is on an aspect of the short course which is of interest to the student. It provides an opportunity for the student to 'show what they know' using a format of their choice. It may require collaboration with others to research, find information, plan and organise what to say and how to say it. It builds confidence and encourages social interaction with others. It may also provide an opportunity to demonstrate skills in working with digital technology. The title is open to wide interpretation. The Classroom- Based Assessment can include any format – conversation, interview, role-play, spoken, signed or electronic which allows learning to be presented by

the student. The choice of format is determined by the potential it has to draw attention to the student's nest achievements in relation to knowledge or concepts learned and skills developed.

Presentation Task

Elements may be assessed before and after the task; cooking and serving of healthy three-course meal to parents. Main fruit and vegetables grown and menu planned and cooked by student.

Strand 1	Strand 2	Strand 3
1.7, 1.13, 1.14, 1.15	2.11	3.8, 3.9, 3.10, 3.11, 3.12, 3.13

Achieved

- There is evidence of planning and preparing of the dishes with background support
- There is understanding of the balance of ingredients and what constitutes a healthy meal
- An appropriate amount of visual and written supports during the preparation of the meal have been used
- There is care taken with the presentation and delivery of the meal
- The student can identify the fruit and vegetables they have grown and included in the meal.

Case Study Task

Select two pieces of work from e-Portfolio to include evidence of; planning, timeline, spread-sheets, gardening diary, recipes, drawings, seed packets, photographs and e-Cookery book containing all of the recipes from the cohort of students.

Strand 1	Strand 2	Strand 3
1.5, 1.6, 1.7, 1.8	2.8, 2.10, 2.14	3.7, 3.14

Achieved

- There is evidence of learning in relation to knowledge, skills and attitudes developed through the course.
- There is an ability to answer questions and justify the choices of fruit/vegetables to grow and cook.
- Responses demonstrate an ability to describe ideal growing conditions and life cycle of plants.
- Student can navigate the e-Cookery book to find their own recipes, and discuss their own dishes

Resources

School Garden;

- Raised flower/plant beds
- Cloches
- Seeds and plants. Vegetables; carrots, parsnips, lettuce, potatoes, peas, tomatoes, spring onions, courgettes, onions. Herbs; basil, thyme, parsley, coriander, rosemary. Fruit; strawberries, Apple, raspberries, rhubarb,
- Compost, seed trays, pots etc.

Classroom;

- eBook Creator on iPads
- Good quality camera and lighting

Home Economics

- Cookery Books
- Kitchen equipment

Community

- Members of the local Allotment Society
- Parents