



Making a Simple Meal

Long Term Plan

nocn
CREATING OPPORTUNITIES

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| Entry Level 1 | Entry Level 2 | Entry Level 3 |
|---|--|--|
| Unit Code: R/600/6222 GLH: 30 | Unit Code: Y/600/6223 GLH: 30 | Unit Code: D/600/6224 GLH: 30 |
| Purpose | | |
| This qualification is designed to develop some of the basic skills needed to look after oneself and one's home. | | |
| Additional Assessment Requirements | | |
| As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum. | As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment. | As an E3 unit it is expected that the learner should show independence for the assessment. Practical tasks may be in a simulated environment. |
| Outcomes | | |
| <ol style="list-style-type: none"> 1. Know basic hygiene rules of the kitchen. 2. Be able to select ingredients to make a meal. 3. Be able to prepare ingredients. 4. Know how to use utensils safely. 5. Know how to use a cooker safely. 6. Be able to serve a meal. | | |
| 1.1. - Wash hands before food preparation. 1.2. - Assist in maintaining a clean working environment. 2.1. - Participate in an activity to identify ingredients 3.1. - Follow instructions to prepare an ingredient. 4.1. - Identify how to use a utensil safely. 4.2. - Use a utensil. 5.1. - Follow instructions to use a cooker for a defined purpose. 5.2. - State a safety rule when using a cooker. 6.1. - Assist in serving a meal. | 1.1. Wash hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Assist in maintaining a clean working environment. 2.1. Identify ingredients to make a simple meal. 3.1. Prepare two different ingredients. 4.1. Use two different utensils safely. 5.1. Use a cooker with help for two different purposes. 5.2. Identify two rules for safe use of a cooker. 5.3. Identify two cooking hazards. 6.1. Identify crockery and cutlery for serving a meal. 6.2. Assist in serving a meal. | 1.1. Wash hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Identify how to maintain a clean working environment. 2.1. Identify ingredients to make a simple meal. 3.1. Prepare ingredients to make a meal. 4.1. Identify how to use three utensils safely. 4.2. Use utensils safely. 5.1. Use a cooker for at least two different purposes. 5.2. Identify three rules for safe use of a cooker. 5.3. Identify three cooking hazards. 6.1. Identify crockery and cutlery for serving a meal. 6.2. Serve a meal. |
| NOCN Assessment Sheets | | |
| R/600/6222 | Y/600/6223 | D/600/6224 |
| Highfield Assessment Documents | | |
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| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|---|--|---|---|
| 1. Know basic hygiene rules of the kitchen. | Entry 1: | Personal Hygiene Handwashing: What it's the correct way to wash hands, assess students' knowledge Re-enforce the correct procedure to washing hands. Personal Cleanliness in addition to hands Cover hair – Long hair tied back, use of hair nets – and why. What to do if you sneeze or need to blow your nose Wearing an Apron – Why is it important? Remove jewellery and watches. Clean Working Environment How to keep the kitchen clean Why do we need to keep the kitchen clean? Food contamination What do you use to keep surfaces clean. Clean surfaces under supervision then move on to independently. | Observations and feedback Photographic evidence for the assessment paperwork |
| | 1.1. - Wash hands before food preparation. 1.2. - Assist in maintaining a clean working environment. | | |
| | Entry 2: | | |
| | 1.1. Wash hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Assist in maintaining a clean working environment. | | |
| | Entry 3: | | |
| 1.1. Wash hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Identify how to maintain a clean working environment. | | | |

| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|--|---|--|---|
| 2. Be able to select ingredients to make a meal. | Entry 1: | What is a simple meal? Sandwich, soup, beans/spaghetti on toast Identify what different ingredients are needed to complete each meal. Where would they find the ingredients? This can be a class/group/pairs discussion | Observations and feedback Photographic evidence for the assessment paperwork |
| | 2.1. - Participate in an activity to identify ingredients | | |
| | Entry 2: | | |
| | 2.1. Identify ingredients to make a simple meal. | | |
| | Entry 3: | | |
| 2.1. Identify ingredients to make a simple meal. | | | |

| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|--|--|--|---|
| 3. Be able to prepare ingredients. | Entry 1: | Identify the correct sequence to preparing the ingredients. Ensure students can follow instructions to make their simple meal. Buttering bread, adding sandwich fillings Toasting bread Opening tins of food and heating them correctly | Observations and feedback Photographic evidence for the assessment paperwork |
| | 3.1. - Follow instructions to prepare an ingredient. | | |
| | Entry 2: | | |
| | 3.1. Prepare two different ingredients. | | |
| | Entry 3: | | |
| 3.1. Prepare ingredients to make a meal. | | | |

| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|-------------------------------------|---|--|---|
| 4. Know how to use utensils safely. | Entry 1: 4.1. - Identify how to use a utensil safely. 4.2. - Use a utensil. | Students should be able to identify different utensils they can find in the kitchen, what they will be used for and how to use them. Examples but not limited to: Bottle opener Fork Grater Knife Ladle Spatula Spoon Tin Opener Whisk Wooden Spoon | Observations and feedback Photographic evidence for the assessment paperwork |
| | Entry 2: 4.1. Use two different utensils safely. | | |
| | Entry 3: 4.1. Identify how to use three utensils safely. 4.2. Use utensils safely. | | |

| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|-------------------------------------|--|---|---|
| 5. Know how to use a cooker safely. | Entry 1: 5.1. - Follow instructions to use a cooker for a defined purpose. 5.2. - State a safety rule when using a cooker. | Students should be able to follow instructions for using: Cooker Hob Oven Toaster Microwave Air Fryer Students are to be shown, supervised, and encouraged to independently use the various cooking equipment. Students will learn how to use them safely and what the dangers/Hazards of each item are. | Observations and feedback Photographic evidence for the assessment paperwork |
| | Entry 2: 5.1. Use a cooker with help for two different purposes. 5.2. Identify two rules for safe use of a cooker. 5.3. Identify two cooking hazards. | | |
| | Entry 3: 5.1. Use a cooker for at least two different purposes. 5.2. Identify three rules for safe use of a cooker. 5.3. Identify three cooking hazards. | | |

| Outcome | Assessment Criteria | Activities & Resources | Assessment Opportunities |
|-----------------------------|---|---|---|
| 6. Be able to serve a meal. | Entry 1: 6.1. - Assist in serving a meal. | Serving a Meal Know what needs to be used to serve the meal safely. Be able to set the table correctly with crockery and cutlery. Serve a meal for self and others. | Observations and feedback Photographic evidence for the assessment paperwork |
| | Entry 2: 6.1. Identify crockery and cutlery for serving a meal. 6.2. Assist in serving a meal. | | |
| | Entry 3: 6.1. Identify crockery and cutlery for serving a meal. 6.2. Serve a meal. | | |