

## Area of Study

### **Creativity, Top-up and Taster (Home Economics)**

#### Overview

This transition unit is designed to give students a broader knowledge of Irish food heritage.

It also enables students to examine trends in eating habits that are occurring in Ireland and become aware of the effect the changes are having on the individual, the family and society. Students will investigate the revival of traditional dishes and plan, prepare, cook and present a range of dishes using traditional ingredients and local produce while using recipes that can be modified to suit modern lifestyles. It is recommended that theory and practice (in particular practical cookery) would be integrated throughout the whole unit.

Students will examine the importance of quality fresh food to the tourist experience. They will develop an understanding of how locally produced food is an important part of the tourism product.

#### Related learning

Junior Certificate Home Economics: Food Studies/Culinary Skills

Leaving Certificate Home Economics: Scientific & Social (Food Studies: Diet & Health, Irish Food Industry, Food preparation)

Leaving Certificate Applied Programme: Hotel Catering and Tourism module

#### Outline of the unit

**Teaching materials to support all of the activities suggested below are listed in the resource section**

##### **(a)The Irish Diet**

Students will

- examine changing Irish dietary patterns and identify current trends that have emerged
- involve older members of the community through interviews or by inviting guest speakers to enable them to investigate earlier food intake patterns and cooking methods
- partake in practical cookery classes throughout the Unit and make a variety of traditional dishes with a modern interpretation.

## **(b) Traditional Irish Food**

Students will

- investigate the origins of a range of traditional Irish foods/ingredients/dishes, for example, Champ, soda bread, potato pancakes, bread and butter pudding.
- prepare, cook and present a variety of traditional Irish dishes using modern interpretation and incorporating locally grown/produced ingredients.
- interview a local food producer to learn more about foods produced in their own area and present their findings to the class using a medium of their choice, for example, PowerPoint presentation, poster, oral report.
- participate in school based, local or national cookery competitions.

## **(c) New Trends in the Food Supply System**

Students will

- investigate and discuss new trends in the food supply system, such as Farmers Markets, Artisan/Speciality Producers, Organic Food, Slow Food movement.
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- become familiar with the terms organic, free range and genetically modified in relation to food. Students will conduct research into these topics and participate in class debate on the topics.

## **(d) Food Tourism**

- Students will identify the importance of quality fresh local food produce as part of the tourism
- product. They will design a menu and plan, cook and serve a meal, incorporating local Irish
- produce, suitable for tourists.

## **Breakdown of the unit**

Class contact time	30 hours
For example, 1 Double and 1 Single class per week over 15 weeks	
Field work, investigations, interviews, independent research	10 hours
Preparing and presenting a report	5 hours

## **Aims**

*This transition unit aims to*

- develop an understanding and appreciation of students' culinary heritage
- enable students to improve their culinary skills
- become aware of how locally produced food can be used to promote tourism and enhance the tourism product.

## Learning Outcomes

*On completion of this unit students should be able to:*

- describe the changes in the population's dietary patterns from the 20th century into the 21st century
- discuss the complexities of the food supply in the 21st century
- plan, prepare and present a range of traditional Irish dishes incorporating a contemporary interpretation
- demonstrate enhanced practical culinary skills while using fresh, seasonal and locally produced ingredients
- participate in informed discussion on the advantages and disadvantages of free range, organic and genetically modified foods
- identify the impact of new trends in the food supply system to the environment, the economy and the consumer
- explain how locally produced foods can be used to promote tourism and enhance the tourism product
- plan a menu for tourists incorporating locally produced seasonal ingredients
- take responsibility for completion of tasks within a given time frame
- work independently through research tasks
- work cooperatively through shared project tasks
- demonstrate improved presentation and communication skills.

## Key skills

## How evidenced

information processing	<p>Students will conduct research for debate and classroom discussions.</p> <p>They will draw conclusions from questionnaires and interviews.</p> <p>They will evaluate field trips.</p>
critical and creative thinking	<p>Students will evaluate the use of various foodstuffs used in food preparation today.</p> <p>They will critically evaluate dishes produced in each practical cookery class.</p> <p>They will design menus, produce posters and modify recipes.</p>
communicating	<p>Students will conduct research using a variety of methods, including letter writing, interviews, telephone calls, surveys and use of the internet.</p> <p>They will engage in debate and develop listening skills.</p> <p>They will present research findings to the class.</p> <p>They will arrange for visiting speakers and organise field trips.</p>
working with others	<p>Students will work in pairs/teams for practical cookery classes and become familiar with the dynamics of working in a group.</p>
being personally effective	<p>Students will</p> <ul style="list-style-type: none"><li>• further develop their culinary skills</li><li>• become discerning in their food choice.</li><li>• develop confidence</li><li>• personally reflect on their work</li><li>• develop decision-making skills</li><li>• work to deadlines and targets</li><li>• receive and can respond to feedback.</li></ul>

## Learning approaches

- Demonstrations and practical cookery classes
- Tasting sessions.
- Group work, paired and individual tasks
- Class debates
- Use of ICT
- Guest speakers
- Research work to encourage independent learning
- Conducting interviews/questionnaires
- Use of media to raise awareness of issues
- Field trips, for example, to a farmers market, the Ploughing Championships, a local food producer/processor or an organic farm

## Assessment approaches

A combination of the following can be factored into the overall assessment:

- Portfolio of work to include: research findings, menus and recipes, reports, planning and evaluations of field trips
- Practical cookery classes/assignments and evaluations
- Participation in school based/national food related/cookery competitions
- Self-assessment by students on their own work.

## Evaluation methods

Students will evaluate each cookery class and any other activities that are undertaken during the course. Teacher feedback will also be provided throughout and at the end of the unit an overall evaluation will take place. Students will give their views on what they found were the most and least beneficial aspects of the unit and suggest changes that would make the unit more enjoyable and interesting for the next group of students. See attached appendix.

## Resources

Fáilte Ireland Tourism Awareness Programme Teacher Resource Manual, (includes lesson plans, support material, exercises and activities and lesson extensions), and an Interactive CD Rom which contains further resources and dedicated website. (Available free of charge from Fáilte Ireland.)

Faillte Ireland provides in-service training and support to schools in relation to using the above resources through its Second Level Support Services Team.

For further information email [tourismawareness@failteireland.ie](mailto:tourismawareness@failteireland.ie)

### **Resources related to teaching each section of the TU are set out below:**

#### **Section a. The Irish Diet**

Tourism Awareness Programme : Teachers Resource Manual,  
Unit 6 Lesson 5 (Food in the 20th century)

See also the interactive CD Rom which includes additional lesson plans, resource material, exercises and activities.

Useful web resources:

<http://www.homeeconomics.ie/homeeconomics/Main/methodologies-visiting-speakers.htm>

[www.dochara.com/eat/history](http://www.dochara.com/eat/history)

[http://www.dohc.ie/publications/dietary\\_habits\\_of\\_the\\_irish\\_population.html](http://www.dohc.ie/publications/dietary_habits_of_the_irish_population.html)

<http://www.foodtimeline.org/foodireland.html>

<http://ty.slss.ie/resources/proj.pdf>

[www.corkbutter.museum](http://www.corkbutter.museum)

[www.tourismawareness.ie](http://www.tourismawareness.ie)

#### **Section b. Traditional Irish Food**

Tourism Awareness Programme : CD ROM, Unit 6 Resources: Hello Magazine St Patrick's Day Recipes and lots more

<http://www.foodtimeline.org/foodireland.html>

<http://www.bordbia.ie/Consumers/Recipes>

<http://www.goodfoodireland.ie/index.cfm/section/Recipes/>

[www.agriaware.ie](http://www.agriaware.ie)

<http://www.irishcultureandcustoms.com>

[http://www.goodfoodireland.ie/index.cfm/section/members/member\\_type\\_key/8/](http://www.goodfoodireland.ie/index.cfm/section/members/member_type_key/8/)

<http://ty.slss.ie/resources/proj.pdf>

<http://www.homeeconomics.ie/homeeconomics/Main/methodologies-questionnaires.htm>

[www.tourismawareness.ie](http://www.tourismawareness.ie)

## **Section c. New trends in the Food Supply System**

Tourism Awareness Programme: Teachers Resource Manual, Unit 6 Lesson 7 (Trends in Food Supply and Meal Planning) and the Interactive CD Rom (includes additional lesson plans, support material, exercises and activities and lesson extensions)

Useful websites

[www.organictrust.org](http://www.organictrust.org)

[www.gmfreeireland.org](http://www.gmfreeireland.org)

[www.slowfood.com](http://www.slowfood.com)

[www.bordbia.ie](http://www.bordbia.ie)

<http://www.bordbia.ie/go/corporate/publications/miscellaneous/taste-newsletter-july-05.pdf>

[www.agriculture.gov.ie/publications/2008](http://www.agriculture.gov.ie/publications/2008)

[www.tourismawareness.ie](http://www.tourismawareness.ie)

## **Section d. Food Tourism**

Tourism Awareness Programme (TAP): Teachers Resource Manual, Unit 6 lesson 7 (Trends in Food Supply and Meal Planning)

See all the Interactive CD Rom: (includes lesson plans, support material, exercises and activities and lesson extensions)

Useful websites

[http://www.goodfoodireland.ie/index.cfm/section/pages/ext/About\\_us](http://www.goodfoodireland.ie/index.cfm/section/pages/ext/About_us)

<http://www.fabulousfoodtrails.ie/>

[http://www.bordbia.ie/go/Industry/Initiatives/TASTE\\_Council/tc\\_plan.pdf](http://www.bordbia.ie/go/Industry/Initiatives/TASTE_Council/tc_plan.pdf)

<http://www.culinarytourism.org/>

<http://www.fuchsiabrands.com/foodculture.pdf>

<http://www.failteireland.ie/About-Us/News-and-Events/Failte-Ireland-support-Ireland-s-premier-Food-Fest>

<http://www.waterfordcoco.ie/en/tourism/festivaloffood/>

[www.tastefestivals.ie](http://www.tastefestivals.ie)

[www.agriculture.gov.ie](http://www.agriculture.gov.ie)

[www.tourismawareness.ie](http://www.tourismawareness.ie)

## **Further Resources**

The Farmer's Journal

Biddy White Lennon & Georgina Campbell (2007) The Irish Kitchen. London: Southwater

Myrtle Allen and Caroline Workman (2006) Good Food in Cork. Cork:Workman

Darina Allen (2005) Irish Traditional Cooking. London: Kyle Cathie

Regina Sexton (1998) A Little History of Irish Food. London: Kyle Cathie

Clodagh McKenna (2006) The Irish Farmers Market Cookbook. London: Collins

McGeady & Cribben (2009) Smart Cooking 1 & 2. Dublin: Fallon.

Paul and Jeanie Rankin (2003) New Irish Cookery. London: BBC



## Student Evaluation of Transition Unit

Title of Transition Unit \_\_\_\_\_

*Please begin by completing the following sentences*

1. The thing I most enjoyed about this transition unit was....
2. The most interesting thing I learned was....
3. This will be useful because...
4. The thing I least enjoyed about this transition unit was...
5. The things I found most difficult were...
6. Skills I developed were...
7. If this Transition Unit was being taught to another group of students what changes, if any, would you suggest that would make it better?

# Teacher Evaluation of Transition Unit

Title of Transition Unit \_\_\_\_\_

1. What parts of the unit were most successful?

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2. What parts did not work so well?

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3. To what degree do you consider that the following were achieved?

	A lot	Partially	Comment
Learning outcomes			
Key skills			
Students were actively involved and interested in learning			

4. If you were teaching this Transition Unit again, what changes would you make:

To content:

To teaching methodology:

To assessment:

5. Were there any unexpected outcomes?