

**ACTION-BASED ACTIVITIES**

**TOPIC C3.2 : FOOD AND COOKING**

**THEME C3 DOMESTIC AND EVERYDAY LIFE**



**COMMUNICATION**

**LEVELS 1 & 2**

**ISSUED SEPTEMBER 2005**

# INSTRUCTIONS

## WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the theme of Domestic and Everyday Life
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio.

**NOTE:** Use this booklet WITH the Learner's Planner and Guide.

## WHAT IS ASSESSED?

Domestic and Everyday Life is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

**C3.1** Home and Garden

**C3.2** FOOD AND COOKING

**C3.3** Celebrations

**COMMUNICATION**

**TOPIC C3.2 : FOOD AND COOKING**

### TOPIC C3.2 FOOD AND COOKING

**Food and Cooking** are big topics. If you want to study them for your Action-based work you will need to narrow them down. This guide will take you step by step from how to get started to writing and checking your final piece of work. Each step follows Part Two of your *Student Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP A**



### CHOOSING A TOPIC

Think about the topic *"Food and Cooking"* and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

### TASK 1

### GETTING STARTED MAKING A MINDMAP

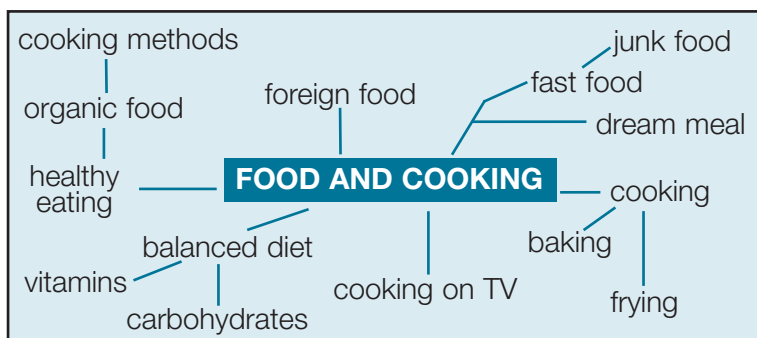
Allow about 20 minutes

On your own, or with a colleague, think about and talk about *"Food/Cooking"* and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on page 5 of the Learner's Planner & Guide. You may want to think about:

- the way in which cooking has changed since your parents' day
- the growth of fast food chains
- food from different countries
- your favourite foods/meals
- why cooking is so popular on television
- planning and cooking a "dream" meal.

**PORTFOLIO EVIDENCE** – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



**ESSENTIAL SKILLS**  
**ACTION BASED ACTIVITIES**



*Continued*

**TASK 2 FRAMING A QUESTION**

Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



**Topic : Food and Cooking**

Original Idea	Question
Healthy eating	What is healthy eating?
Eating on a budget	Is it possible to eat healthily and well on a small budget?
Changing habits	How do meals today compare with those in my grandparents' time?
Children & food	Why is it often difficult to get children to eat healthy food?

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

**TASK 3 LOCATING RELEVANT INFORMATION**

Allow about 10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

**TASK 4 ACTION PLANNING**

Allow about 30 minutes



**PLAN** – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion).

**COMMUNICATION**  
**TOPIC C3.2 : FOOD AND COOKING**

**STEP  
B**



### READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted information for **DIFFERENT** sorts of documents.

There are lots of ways of finding information on this subject such as:

- books on food and cooking in the library
- food and cookery magazines
- using the Internet
- television programmes on cooking
- carrying out a survey – e.g. food prices; food labelling; fast food meals etc.

#### **TASK 5** READING AND FINDING OUT (to answer your question)

Allow about  
1½ hours

Look for suitable documents to read. If you are studying for **level 2** communication skills they will need to be more than 500 words long.

#### **TASK 6** RECORDING INFORMATION

Allow about  
1½ hours

**READ and MAKE NOTES** from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



##### Topic: 'Food from other countries'

**Magazine:** "Country Cooking"  
**Date:** February 2004  
**Author:** Tica Inman  
**Magazine article:** Spice up your cooking (6 pages)

##### Main points in the chapter:

- Spices can make plain meals much more interesting
- Spicy food does not have to be hot
- Eastern diets can be very nutritious/healthy
- Many meals are vegetarian
- There are hundreds of recipes to choose from.

**Summary:** You will then need to write down in your own words what you have read in the chapter.

**This is your main piece of evidence.**



**ASSESSMENT** Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read.

**STEP  
C**



**DISCUSSIONS**

Taking part in discussions is an essential part of the qualification. For **LEVEL 1** you can take part in a one-to-one **OR** a group discussion. At **LEVEL 2**, it must be a group discussion. A discussion can be on any topic from the six Themes (See *Learner's Planner & Guide*, page 10).

Your **tutor** will need to observe and assess how well you do.

**TASK 7**

**TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC**

Allow about  
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



**PLANNING AND TAKING PART IN DISCUSSIONS**

1. Think about what you will talk about – it's no good just having a chat! The discussion must be focussed on the subject.
2. Decide on a subject and a question to discuss e.g. "Is it possible to eat healthily on a small budget?"
3. Agree a time and place for the discussion.
4. Set aside 15-20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



**ASSESSMENT** Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going.

**STEP  
D**



### GIVING A TALK (Level 2 only)

At level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, page 21 for detailed tips on how to give a good talk).



Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Preparing three healthy meals a day")

It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "How to have a healthy daily diet"
2. **Introduction** – "My talk today is about food and cooking. I will be showing you how to prepare three healthy meals a day on a shoestring. I will cover breakfast, lunch and a good solid evening meal"
3. **Main section** – take each of the meals in 2 and expand them.
4. **Conclusion** – – "So, I hope I have been able to show that it is possible to ..."
5. **Questions** – "Are there any questions or observations you would like to make?"

### TASK 8

Allow about  
2 hours

### GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

**Note: This task is only relevant if you are doing level 2.**

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



**ASSESSMENT** Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly.

**STEP  
E**



**PLANNING AND WRITING DOCUMENTS**

Your portfolio must contain at least two different written or word-processed documents (see pages 12–13 in your *Learner’s Planner & Guide*). At level 2, one of them must be over 500 words long.

**TASK 9**

Allow about  
2 hours

**PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC**

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing!
2. Decide on **one** type of document you will produce. For example, you might include a report of a survey you have carried out eating habits or a short leaflet you produced on the benefits of eating fruit every day.



**EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘FOOD AND COOKING’**

**Short documents:**

- a letter or email e.g. to a cookery magazine
- a poster illustrating a child’s daily diet needs
- a short report on the cost of food in different supermarkets

**Longer documents:**

- an article on people’s favourite meals
- a full report on a survey you carried out on eating habits
- a brochure advising people on organic food.

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
  - enable you to redraft work quickly and easily
  - make your work look more professional
  - make spell checking easy
  - provide opportunities to include images, tables, charts, graphs etc. – you **MUST** include an **image**.
4. **PROOF READ** your work carefully.

# ESSENTIAL SKILLS

## ACTION BASED ACTIVITIES



**ASSESSMENT** Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

### **TASK 10** PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about  
2 hours

Repeat Task 9 for a different type of document on your chosen topic.



### **COMPILING THE FINAL PORTFOLIO**

### **TASK 11** THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification.

(Your tutor will help you with this task).

**FOOD AND COOKING  
MORE ACTION-BASED ACTIVITY IDEAS**

1. Carry out a survey of fast food outlets – interview people about the meals they have had and whether it was value for money.
2. Carry out a survey of what people eat on a given day. Analyse and report your findings in terms of nutrition.
3. Research a food or cooking subject that interest you e.g. a particular type of food or a certain type of cooking.
4. Invent a design project concerned with food or cooking e.g. design and prepare food for a child's party or design a meal for a barbecue.
5. Survey different supermarkets for best buys e.g. take 15 products and find out where they are sold more cheaply.
6. Investigate career opportunities in the food industry. Find out what the job(s) might consist of.
7. Investigate how food and cooking have changed over the past 100 years.
8. Investigate food and cooking in another country and compare it with your own.
9. Research the work and achievements of one major figure in the field of food or cooking – alive or dead.
10. Investigate the harmful effects of poor diets on children.
11. Develop ideas for a campaign for eating healthier food.
12. Research the benefits of eating fruit and fresh vegetables.
13. Investigate how a restaurant is run.





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