

# **CBA 2: FOOD LITERACY SKILLS**

SAMPLE 3: NUTRITIONAL REQUIREMENTS AT EACH STAGE OF THE LIFECYCLE

See<u>link</u> to Food literacy skills Assignment Briefs 2021

FEATURES OF QUALITY FOR CLASSROOM-BASED ASSESSMENT 2

See Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessments



# CBA 2 on Teenagers

### Statement of brief:

- I must choose one stage of the life cycle
- I have to research the nutritional requirements for that stage
- I have to make a dish for my chosen stage in the life cycle based off of my research

### 3 factors to be considered:

• Time

It is very important that i consider time as a factor because if i don't consider the time i may not have enough time to prepare my chosen dish.

• Do i have the skills to prepare the dish It is important that that i have the skills to prepare the dish because it will greatly impact my cooking exam if i don't have the skills to prepare my chosen dish

• Who i am making it for

It is important which stage of the life cycle i choose to prepare a dish for teenagers because it will help me choose the stage that has the most information, it will also impact the dish i choose to make.

I must consider these factors because it will help me decide the dish to choose at my level of skill.

Reflection: this was a very important part of my CBA and i am happy with the three factors that i chose.

### Background research:

• Eating well during exam time: While studying for exam time it is important to get a good intake of nutrition. It's hard to keep on top of studying and having a balanced diet, teenagers normally go for



something quick and unhealthy. It is important to eat healthy during exam time because nutrition will help keep your mind focused and energise your system to help you endure long exam hours eg apple, spaghetti bolognese etc. Wrong food choices can make you feel sluggish and jittery.eg takeaway, chips etc.

• Don't skip meals, especially breakfast: Your brain uses up to 20% of energy we need everyday. Keeping a steady supply of glucose throughout the day, will ensure you do not lose concentration during both your study and exam hours. When you wake up your body hasn't eaten for several hours. Breakfast gives us the energy we need to face the day as well as some essential vitamins and minerals. Eg vit A, vit B, vit K etc. Eg Calcium, Iron etc

Example of breakfast, lunch and dinner:

Wholemeal bread toasted with chopped banana and a glass of milk # # # # # # # # # # # Baked potato topped with tinned tuna, baked beans and grated cheese # # # # # # # # Beef stir fry with noodles

• Keep hydrated- aim for 1.5 to 2L of fluid per day Dehydration can make you feel irritable and tired. It can affect your concentration which may make it more difficult to study and perform your best. Try to reduce intake of drinks that contain caffeine. This causes the body to lose fluid. Try to drink water and fruit juice

Reflection: I learned that not eating the right foods can affect me greatly during exam times, I also learned that if I don't drink enough water it can als greatly affect me



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during exam times. I just added a menu based off of my peer
feedback.
Examples of nutrients a teenager needs:
Protein: HBV- meat, fish, milk, eggs, cheese, yoghurt
             LBV- peas, lentils, beans, nuts, cereals
Function: growth and repair
RDA: 1g of protein per 1kg of bodyweight
Fats: Saturated fats- butter, meat, eggs, cheese, cream
         Unsaturated fats- oily fish, vegetable oils, nuts,
cereals
Function: heat and energy and protects organs
Carbohydrates: Sugar- cakes, biscuits, jam, honey,
                         Starch- potatoes, cereals, bread,
pasta
                          Fibre- vegetables, fruit, rice,
wholegrain cereals
Function: heat and energy
Vitamins:
A:
Sources: oily fish, fish, liver oils, liver kidneys,
magnesium, eggs
Function: Good eyesight
D:Sources: oily fish, cod liver oil, fortified milk,
breakfast cereals
Function: healthy bones and teeth
Е:
Sources: Seeds, nuts, cereals
Function: healthy skin
K:
Sources: green veg, blueberries, made in the body by
bacteria
Function: normal blood clotting
В:
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Sources: meat, fish, eggs, milk, cereal, flour, yeast, nuts, pulse veg, Function: healthy nervous system C: Sources: fruit, veg Function: healthy gums Minerals: Calcium: Sources: milk, cheese, green veg, white flour, tinned fish Functions: healthy bones and teeth Iron: Sources: red meat, liver, kidneys, eggs, cereals, beans, raisins Functions: form haemoglobin in red blood cells Reflection: all of these nutrients are very important for any age group and that they all have a very important role in the body. Dishes i could make to meet the brief: Possible solution 1: Garlic and chili prawns sweet sour chicken \*\*\*\*\* Cheesecake served with vanilla ice-cream Pro: time efficient and great for teeagers, it is good for teenagers because the chicken has protein in it, which teeagers need for growth and repair. It also has rice, which is good for fibre. It

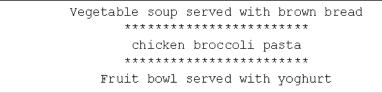
> also has peppers in it which are a good source of vitamin cons: I don't know if it shows a lot of skill

Α.





Possible solution 2:



Pro: filling and shows off my skill, It is a very filling dish, you would only need one plate and you would be full and wouldn't need to eat anything for the rest of the evening because the protein and carbohydrates are very filling with a lot of calories. cons: not enough time to make it





Decision made: sweet sour chicken Source of information: <u>Nutrition & You - Children - INDI</u>

### Sweet and sour chicken

### recipe - BBC Food

Reflection: these dishes really made me more continuous of my time and what nutrients are in each dish.

#### Chosen solution:

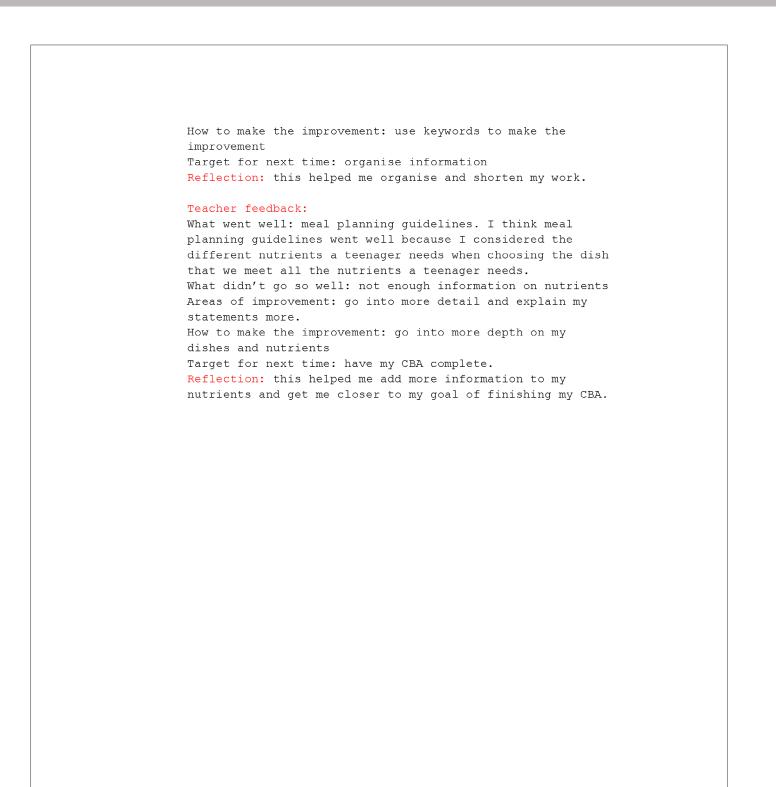
I have chosen sweet and sour chicken served with rice I have chosen this dish because it is time efficient and shows my skill, it is also easy for any teenager to make. It is also high in protein which is good for growth and repair. It also has carbohydrates which is a good source of energy and heat.

Reflection: it was a tuff decision, but i think i made the right choice

### Peer feedback:

What went well: I had a good source of information What didn't go so well: its too long and not enjoyable to read Areas for improvement: my long paragraphs







	Peer feedback questions
Research	of the brief researched? yes no
All parts of	the brief were researched and had a reflection to the information.
Two sources no	of information clearly identified
Nutrition &	& You - Children - INDI
copied off th	easy to follow and in the students own words (not <u>r</u> e internet)? ments or points to show they are <u>thinking</u> about the pressure of the press
Has the work need to be do	got <b>clear conclusions</b> (what was learned, things the)
	en solution is very clear and concise i can clearl hat the conclusion is
	<b>possible solutions</b> presented? <b>yes</b> s be completed in 1 and a half hours? <b>ye</b>
	lution been identified?
	to the brief)
	ed her two reasons and both of them made sense in gh she could of went into a little more detail
	menu format (in a box courses divided with stars, drinks included) yes



#### What has been done well?

I think her two possible solutions went well and i definitely got the idea that she put a good amount of thought into the two dishes . the link between food and performance was also very well explained. Well done

#### What could be done to improve the work?

To improve the work there only needs to be slight little things done. She needs to put the menus into boxes divided by stars and develop her reasons for why she chose her dish to cook . other then that everything else was good.

#### The strengths of my cba were:

My information and my information on the nutrients that teeagers need because it helped me come up with a few ideas for dishes and it gave me a better understanding of the nutrients that a teenager needs. I also did well on my chosen dish and why I chose it, my information on nutrients helped me choose a dish. I also listened to my peer and teacher feedback to improve my brief, specifically on adding more information on my nutrients and explaining why i chose sweet and sour chicken as my chosen dish .

#### Changes i would make in the future:

I would add more information on athletic teeagers and teeagers that don't do a lot of exercise.

#### Reasons for these changes:

I would add more information on athletic teeagers and teenagers that don't get much exercise because it would show which group would need more nutrients and why.



### **Teacher feedback**

- **FOQ 1** The outline of the proposed solution to the brief is completed to an acceptable standard but has some omissions. This could have been further developed within the chosen solution to explain why these nutrients are important in a teenagers' diet. The factors to be considered need to relate to the brief more than the general cookery exam. When considering the possible solutions ensure there are clear links to the brief e.g. "nutritional requirements of a teenager", that it is a "balanced meal", as this will help with your decision making.
- FOQ 2 The research was completed to an acceptable standard. Good examples of sources and functions of each of the different nutrients. The information given is very general. Linking to how this will affect the health of a teenager would improve your research considerably. There is scope to work on the skill of analysis e.g. to interpret information and reach conclusions.
- FOQ 3 There is some evidence on reflection throughout the process. The reflection needs more development for example it is important to reflect on feedback received not just providing a summary.

### **Overall Judgement**

In line with expectations

