

CBA 2: FOOD LITERACY SKILLS

SAMPLE 3: NUTRITIONAL REQUIREMENTS AT EACH STAGE OF THE LIFECYCLE

See [link](#) 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](#)

Sample of work

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



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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
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- 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

E:

Sources: Seeds, nuts, cereals

Function: healthy skin

K:

Sources: green veg, blueberries, made in the body by bacteria

Function: normal blood clotting

B:

Sample of work

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
A.
cons: I don't know if it shows a lot of skill

Sample of work



Possible solution 2:

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Vegetable soup served with brown bread
*****
chicken broccoli pasta
*****
Fruit bowl served with yoghurt
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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

Sample of work



Decision made: sweet sour chicken

Source of information: [Nutrition & You - Children - INDI](#)
[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



Sample of work

How to make the improvement: use keywords to make the improvement

Target for next time: organise information

Reflection: this helped me organise and shorten my work.

Teacher feedback:

What went well: meal planning guidelines. I think meal planning guidelines went well because I considered the different nutrients a teenager needs when choosing the dish that we meet all the nutrients a teenager needs.

What didn't go so well: not enough information on nutrients

Areas of improvement: go into more detail and explain my statements more.

How to make the improvement: go into more depth on my dishes and nutrients

Target for next time: have my CBA complete.

Reflection: this helped me add more information to my nutrients and get me closer to my goal of finishing my CBA.



Sample of work

Peer feedback questions

Research

Are **all parts** of the brief researched? yes no

All parts of the brief were researched and had a reflection to go concede with the information.

Two sources of information clearly identified yes no

[Nutrition & You - Children - INDI](#)
And bbc food

Analysis

Is the work easy to follow and in the students own words (not just copied off the internet)?

Are there comments or points to show they are thinking about the research? yes no

Has the work got **clear conclusions** (what was learned, things that need to be done...)

Yes the chosen solution is very clear and concise i can clearly understand what the conclusion is

Are there **two possible solutions** presented? yes no
Can the dishes be completed in 1 and a half hours? yes no

Has chosen solution been identified?

What dish? _____ Sweet and sour chicken _____

Are there **two reasons for your choice** that are well explained (with link clearly to the brief)

yes no

Yes she stated her two reasons and both of them made sense in the brief although she could of went into a little more detail

Are menus in menu format (in a box courses divided with stars, balance with drinks included)

yes no



Sample of work

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

