

curriculum descriptors

HOME ECONOMICS (ACCESS 1)

INTRODUCTION

Students who are working with Access 1, for whom a complete Access 1 unit is not appropriate, will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation stage. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using the Performance Criteria as the Learning Targets.

Each unit at Access 1 is part of a set of units which are linked to a particular Access 2 unit.

GENERAL INFORMATION

Home Economics at Access 1 comprises eleven units:

Organisation in the Home – Preparing a Task
Organisation in the Home – Planning Work
Organisation in the Home – Carrying out a Task
Organisation in the Home – Safe Working Practices

Living Safely at Home – Common Dangers in the Home
Living Safely at Home – Safe Use of Household Appliances
Living Safely at Home – Simple First Aid

Healthy Basic Cooking – Planning a Meal
Healthy Basic Cooking – Producing a Meal
Healthy Basic Cooking – Using a Cooker/Microwave
Healthy Basic Cooking – Reviewing Production of a Meal

all of which have been selected as appropriate for students working within Access 1 level, who will work towards learning targets outlined in the Curriculum Descriptors which follow.

RATIONALE

The Access 1 units are intended to provide students with a range of experiences and activities which will develop their knowledge and competence in:

- simple household tasks
- safety in the home
- basic nutrition and cookery.

The overall result of successful achievement of these units should be an increase in independence/life skills and consequently an increase in students' self-esteem.

Access 1 unit: Organisation in the Home – Preparing a Task

Outcome: Prepare a task involving organisation in the home.

At this level tasks will be set by the teacher/lecturer. Students will be involved in the identification and use of materials required to carry out simple domestic tasks.

Access 1 unit: Organisation in the Home – Planning Work

Outcome: Plan with support the sequence of work for the task chosen.

Students will be involved in a planning process which highlights sequencing, effective use of time, maintaining a clean and tidy work environment and the correct use of all materials and equipment.

Access 1 unit: Organisation in the Home – Carrying out a Task

Outcome: Carry out the task correctly.

Students will be required to complete a task successfully. This unit also develops awareness of safe and hygienic practices within the home environment.

Access 1 unit: Organisation in the Home - Safe Working Practices

Outcome: Use safe working practices.

This unit further emphasises the importance of safe working practices in the home environment.

CORE SKILLS

Learning targets linked to these units particularly lend themselves to the development of the following core skills:

- Oral communication
- Working with Others
- Problem Solving.

Access 1 unit: Living Safely at Home – Common Dangers in the Home

Outcome: Demonstrate awareness of common dangers in the home.

This unit introduces students to common dangers in the home and methods of avoiding them. Practice can be given in identifying equipment which helps to make the home environment safer.

Access 1 unit: Living Safely at Home – Safe Use of Household Appliances

Outcome: Use common household appliances safely.

This unit focuses on the safety aspects of domestic tasks. Individual objectives will be set to achieve this unit; however, it is suggested that it can be taught by being integrated with the Common Dangers in the Home unit and the Simple First Aid unit.

Access 1 unit: Living Safely at Home – Simple First Aid

Outcome: Use simple first aid measures.

This unit allows students to learn simple first aid measures as well as when and how to contact the emergency services.

CORE SKILLS

Learning targets linked to these units particularly lend themselves to the development of the following core skills:

- Oral communication
- Problem Solving.

Access 1 unit: Healthy Basic Cooking – Planning a Meal

Outcome: Plan a chosen simple nutritious two-course meal.

Students would aim to plan different aspects of a simple two-course meal. Activities would involve menu planning, shopping lists, shopping for goods, identifying nutritional foods and suitable kitchen equipment.

Access 1 unit: Healthy Basic Cooking – Producing a Meal

Outcome: Use basic kitchen equipment, cookery processes and techniques in the production of a planned meal.

Opportunities should be provided for a wide range of practical activities involving selecting and using basic kitchen equipment, cookery processes and techniques with regard given to safe, hygienic practices.

Access 1 unit: Healthy Basic Cooking – Using a Cooker/Microwave

Outcome: Use a cooker/microwave safely in meal preparation.

This unit gives students the opportunity to learn how to use a cooker/microwave when preparing a dish. Safe practices would have to be followed.

Access 1 unit: Healthy Basic Cooking – Reviewing Production of a Meal

Outcome: Review the choice plan and procedure of work involved in producing a nutritious meal.

This unit is very much discussion-based between student and teacher/lecturer. It should give a realistic assessment of the students' awareness of their abilities to prepare a nutritious meal and their understanding of the nutritional value of the meal.

CORE SKILLS

Learning targets linked to these units particularly lend themselves to the development of the following core skills:

- Oral Communication
- Working with Others
- Problem Solving.

UNIT: ORGANISATION IN THE HOME – PREPARING A TASK

Outcome: Prepare a task involving organisation in the home.

PC(a): Learning target: Each task is identified correctly.

Success Criteria

P: Participates with support in identifying a task.

A: Demonstrates awareness of previously identified task.

E: Actively experiences the involvement in a range of domestic tasks.

PC(b): Learning target: Essential materials and equipment are identified correctly.

Success Criteria

P: Participates with support, in choosing essential materials and equipment from a given range.

A: Demonstrates awareness that there are a variety of materials and equipment required to complete a task.

E: Actively experiences involvement in the selection of a variety of materials and equipment required to carry out a domestic task.

PC(c): Learning target: The processes used are identified correctly.

Success Criteria

P: Participates with support, in identifying some of the processes correctly.

A: Demonstrates awareness that there are a variety of processes required to complete a task.

E: Actively experiences involvement in a variety of processes required to carry out a domestic task.

UNIT: ORGANISATION IN THE HOME – PLANNING WORK

Outcome: Plan, with support, the sequence of work for the task chosen.

PC(a): Learning target: A logical sequence of work is planned to ensure effective use of time.

Success Criteria

P: Participates in developing a sequential plan of work and timescale.

A: Demonstrates awareness of two sequential steps necessary to carry out the plan of work.

E: Actively experiences involvement in planning the work.

PC(b): Learning Target: Essential materials and equipment are identified for each step in the sequence of work.

Success Criteria

- P: Participates by identifying materials and equipment needed at one step in the sequence of work.
- A: Demonstrates awareness of the materials and equipment needed at one step in the sequence of work.
- E: Actively experiences involvement in selecting materials and equipment needed throughout the sequence of work.

PC(c): Learning Target: The plan includes the correct use of all materials and equipment, with due attention to safe working practices.

Success Criteria

- P: Identifies in the plan the correct use of some materials and equipment with due attention to safe working practices.
- A: Demonstrates awareness that materials and equipment must be used correctly.
- E: Actively experiences materials and equipment being used correctly.

UNIT: ORGANISATION IN THE HOME – CARRYING OUT A TASK

Outcome: Carry out the task correctly.

PC(a): Learning Target: Materials and equipment are used according to the plan of the task.

Success Criteria

- P: With support, participates in using materials and equipment according to the plan of the task.
- A: Demonstrates awareness of the use of materials and equipment to carry out the task.
- E: Actively experiences involvement in the use of materials and equipment according to the plan of the task.

PC(b): Learning Target: Disposal of any waste products is safe and hygienic.

Success Criteria

- P: With support, participates in the disposal of waste products in a safe and hygienic manner.
- A: Demonstrates awareness of the need to dispose of waste products in a safe and hygienic manner.
- E: Actively experiences involvement in the process of disposal of waste products in a safe and hygienic manner.

PC(c): Learning Target: The product of the task is suitable for functional use.

Success Criteria

P: Participates with support in presenting the product of the task ready for functional use.

A: Demonstrates awareness that the product of the task is ready for functional use.

E: Actively experiences the process that made the product ready for functional use.

UNIT: ORGANISATION IN THE HOME – SAFE WORKING PRACTICES

Outcome: Use safe working practices.

PC(a): Learning Target: A clean and tidy work environment is maintained.

Success Criteria

P: With support, participates in maintaining a clean and tidy work environment.

A: Demonstrates awareness that a clean and tidy work environment is necessary.

E: Actively experiences maintaining a clean and tidy work environment.

PC(b): Learning Target: Materials and equipment are used to given specification.

Success Criteria

P: With support, participates in using materials and equipment correctly to a given specification.

A: Demonstrates awareness that some materials and equipment should be used in a specified way.

E: Actively experiences the correct use of materials and equipment according to specification.

PC(c): Learning Target: All materials and equipment are used according to health and safety instructions.

Success Criteria

P: With support, participates in using materials and equipment safely.

A: Demonstrates awareness that materials and equipment should be used safely.

E: Actively experiences the safe use of materials and equipment.

Range statement

A wide range of household activities/tasks involving laundry, cleaning and fabric repairs, such as:

- sorting garments
- using washing machine, tumble drier
- ironing/ironing on mending patch
- folding and putting away laundry
- sweeping and washing floor
- vacuuming, dusting and polishing
- making/changing beds
- washing dishes
- cleaning household equipment/kitchen/bathroom
- sewing on button
- mending a hem.

Evidence

- photographic evidence
- video evidence
- teacher/student checklist
- observation report recorded by teacher/lecturer.

UNIT: LIVING SAFELY AT HOME – COMMON DANGERS IN THE HOME

Outcome: Prepare a task involving organisation in the home.

PC(a): Learning Target: Potential dangers in the home are identified.

Success Criteria

P: Participates by identifying two potential dangers in the home related to a specific area/topic.

A: Shows awareness that potential dangers exist in the home.

E: Actively experiences interactions which highlight dangers in the home.

PC(b): Learning Target: Preventative measures to avoid dangerous situations are identified.

Success Criteria

P: Participates by identifying two simple preventative measures to avoid dangerous situations.

A: Shows awareness that preventative measures can be taken to avoid dangerous situations.

E: Actively experiences interactions which highlight preventative measures that avoid dangerous situations.

PC(c): Learning Target: Explanation of how items of equipment can help to make the home environment safer is given.

Success Criteria

P: Demonstrates knowledge of two items of equipment which can help to make the home environment safer.

A: Shows awareness of an item of equipment which can help to make the home environment safer.

E: Actively experiences interactions which highlight items of equipment which can help to make the home environment safer.

UNIT: LIVING SAFELY AT HOME – SAFE USE OF HOUSEHOLD APPLIANCES

Outcome: Use common household appliances safely.

PC(a): Learning Target: The use of domestic appliances is safe and according to manufacturer’s instructions.

Success Criteria

P: With support, uses domestic appliances safely, according to instructions.

A: Demonstrates awareness of the need for safety when using domestic appliances.

E: Actively experiences interactions which highlight the safe use of domestic appliances.

PC(b): Learning Target: The use of domestic appliances in a laundry process is demonstrated in a safe manner and is according to manufacturer’s instructions.

Success Criteria

P: With support, uses domestic appliances in a laundry process safely, according to instructions.

A: Demonstrates awareness of the need for safety when using domestic appliances in a laundry process.

E: Actively experiences interactions which highlight the safe use of domestic appliances in a laundry process.

PC(c): Learning Target: The use of equipment to make a hot drink and a snack is demonstrated in a safe manner.

Success Criteria

P: With support, uses equipment to make a hot drink and a snack safely, according to instructions.

A: Demonstrates awareness of the need for safe working when using equipment to make a hot drink and a snack.

E: Actively experiences interactions which highlight the safe use of equipment when making a hot drink and a snack.

UNIT: LIVING SAFELY AT HOME - SIMPLE FIRST AID

Outcome: Use simple first aid measures.

PC(a): Learning Target: The contents of a standard first aid box are identified and used correctly.

Success Criteria

P: Knows and, with support, correctly uses three specified items in the first aid box.

A: Shows awareness of the use of specified items in the first aid box.

E: Actively experiences interactions which highlight the necessity for first aid.

PC(b): Learning Target: Simple first aid measures suitable for treating accidents are carried out.

Success Criteria

P: Participates in carrying out a simple first aid measure to treat a small cut/abrasion.

A: Shows awareness that first aid may be necessary in a particular situation.

E: Actively experiences interactions which involve the carrying out of first aid measures.

PC(c): Learning Target: Information about how and when to contact emergency services is given.

Success Criteria

P: With support, explains when and how to contact one of the emergency services.

A: Demonstrates awareness of the roles of the different emergency services.

E: Actively experiences through visits, the existence of the emergency services.

Range statement

A wide range of contexts will give access to a variety of activities and experiences. Support should be given where necessary.

Some examples of potential dangers in the home are:

- trailing flexes
- fires
- hot utensils
- chip pans
- sharp edges
- cookers
- storage of medicines
- plugs
- safety equipment:-
- fire blanket
- fire extinguisher
- smoke alarm
- fire guard
- cooker guard.

Basic contents of a first aid box must conform to up to date Health and Safety requirements. They could include:

- sterile adhesive dressings
- sterile wound dressings
- packaged gloves
- scissors
- sterile antiseptic wipes
- tweezers
- safety pins
- sterile eye pads.

The student should know how to treat:

- cuts/grazes
- burns and scalds.

A range of activities using common household appliances should be undertaken to achieve the Living Safely at Home Learning Targets.

Evidence

- Observation report recorded by teacher/lecturer.
- Checklist - experiences, contents (first aid box etc)
- photographic evidence
- video evidence.

UNIT: HEALTHY BASIC COOKING – PLANNING A MEAL

Outcome 1: Plan a chosen simple nutritious two course meal

PC(a): Learning Target: Simple nutritional dishes and ingredients are identified for inclusion in the plan.

Success Criteria

P: From a given range of dishes, participates by selecting those with nutritional value.

A: Demonstrates awareness of healthy choices when selecting meals.

E: Through a sensory approach, actively experiences a variety of nutritional dishes and ingredients.

PC(b): Learning Target: Basic kitchen equipment required to prepare each dish is identified.

Success Criteria

P: From a given range of basic kitchen equipment, participates by selecting at least two appropriate items of equipment for a dish.

A: Demonstrates awareness that kitchen equipment is necessary to prepare food.

E: Actively experiences the selection of kitchen equipment to prepare food.

PC(c): Learning Target: Cookery processes required to prepare simple dishes are identified.

Success Criteria

P: Participates with support in identifying the cookery process required to prepare a specified dish.

A: Demonstrates awareness that a process is necessary to prepare a specified dish.

E: Actively experiences involvement in selecting the cookery processes required to prepare simple dishes.

PC(d): Learning Target: Preparation techniques required to prepare simple dishes are identified.

Success Criteria

P: Participates with support in identifying the preparation techniques required to prepare a specified dish.

A: Demonstrates awareness that preparation techniques are necessary to prepare a specified dish.

E: Actively experiences involvement in selecting preparation techniques.

UNIT: HEALTHY BASIC COOKING – PRODUCING A MEAL

Outcome: Use basic kitchen equipment, cookery processes and techniques in the production of a planned meal.

PC(a): Learning Target: Instructions are followed correctly in order to carry out the plan.

Success Criteria

P: Participates with support in correctly following instructions in order to carry out the plan.

A: Demonstrates awareness of the sequence of instructions required in order to carry out the plan.

E: Actively experiences involvement in carrying out the plan.

PC(b): Learning Target: Equipment is selected and used correctly.

Success Criteria

P: Participates with support in the correct selection and use of equipment from a specified range.

A: Demonstrates awareness of the equipment needed for specified tasks.

E: Actively experiences the use of equipment in the preparation of meals.

PC(c): Learning Target: Safe hygienic practice is demonstrated in the production of a two course meal which includes preparation techniques and cookery processes.

Success Criteria

P: Participates, with support, in safe hygienic practice when carrying out a specified range of tasks which include preparation techniques and cookery processes.

A: Demonstrates awareness of safe hygienic practices when preparing food.

E: Actively experiences involvement in the use of safe hygienic practices when preparing food.

UNIT: HEALTHY BASIC COOKING – USING A COOKER/MICROWAVE

Outcome: Use a cooker/microwave safely in meal preparation.

PC(a): Learning Target: The appropriate control is chosen for the correct use of cooker/ microwave oven.

Success Criteria

- P: Participates, with support in choosing the correct control for a cooker/microwave oven.
- A: Demonstrates awareness, that a control needs to be selected in order to use a cooker/ microwave oven.
- E: Actively experiences involvement in using a cooker/microwave oven.

PC(b): Learning Target: Cooker/microwave oven is used correctly according to instructions for meal preparation.

Success Criteria

- P: With support, uses a cooker/microwave oven correctly according to a set of simple instructions.
- A: Demonstrates awareness that instructions have to be followed in using a cooker/microwave oven correctly.
- E: Actively experiences involvement in using a cooker/microwave oven.

PC(c): Learning Target: Safe practices are demonstrated during the use of the cooker/microwave oven.

Success Criteria

- P: With support, safe practices are demonstrated during the use of the cooker/microwave oven.
- A: Demonstrates awareness of safe practices during the use of the cooker/microwave oven.
- E: Actively experiences involvement in the use of safe practices while using the cooker/microwave oven.

UNIT: HEALTHY BASIC COOKING – REVIEWING PRODUCTION OF A MEAL

Outcome: Review the choice plan and procedure of work involved in producing a nutritious meal.

PC(a): Learning Target: A review of the ability to plan and prepare the meal is carried out, with support.

Success Criteria

P: With support, participates in simple self assessment focussed on the student's ability to complete the specified tasks.

A: Demonstrates awareness of own contribution to the preparation of the meal.

E: Actively experiences eating the prepared meal as part of the review.

PC(b): Learning Target: The nutritional value of the meal is reviewed correctly.

Success Criteria

P: With support, demonstrates knowledge of the nutritional value of some elements of the meal.

A: Demonstrates awareness that some elements of the meal have a greater nutritional value than others.

E: Through a sensory approach, actively experiences a range of foods of varying nutritional values.

Range Statement

Basic equipment:

can opener, grater, hand/electric whisk, tablespoon, measuring jug, rolling pin, blender, food processor, wooden spoon, sieve.

Cookery processes:

grilling, baking, re-heating

Preparation techniques:

rubbing in, whisking, chopping, dicing, mixing, stirring, grating.

A variety of activities should be offered to give a broad range of experiences.

Evidence

- completed meal dishes
- checklist – student/teacher
- photographic evidence
- video evidence
- observation report
- record of oral discussion.