

Guidelines for Programme Planning

For staff of Youthreach & Senior Traveller Training Centres

Provided by
Quality Framework Initiative

Introduction

The purpose of this pack is to provide resources and direction to staff working in YOUTHREACH and Senior Traveller Training centres on effective long and short term programme planning. It has been compiled at the request of centres around the country for clear guidance in this area and is designed to be used as part of a one day staff training course. This need was identified by centres through their engagement with the Quality Framework Initiative. **It must be made clear however from the outset that the approach suggested here is merely that – a suggested approach. Teachers around the country who have effective systems already in place for short and long term planning may wish to use these guidelines to evaluate their current practice.**

This training pack in programme planning is provided by the Quality Framework Initiative. Centres wishing to avail of this training should contact the QFI office.

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Why Plan?

1. Learners are entitled to well planned, organised programmes of work.
2. When classes are well planned, learners are more likely to reach their full potential.
3. When classes are well planned, teachers get a much better sense of professional satisfaction.
Generally speaking a well planned lesson runs more smoothly, and is a more positive experience for both learners and teachers alike.
4. Effective long and short term planning is essential for good classroom and centre discipline.
If classes are disorganised and badly planned learners will naturally get bored and frustrated and may become disruptive. This does not just affect the badly organised teacher, but the teacher that meets the group after them and so on. All members of staff in a centre have a duty to their colleagues to plan and come to class well organised.
5. Evidence of long and short term planning is one of the areas examined by the inspectorate as part of the centre external evaluation process.

Implications of poor planning for the teacher themselves, his/her learners and the centre as a whole

Please consider one of the five scenarios below in terms of the effects it could have on:

- (a) The teacher themselves
- (b) His/her learners
- (c) The centre as a whole

Record your thoughts on Worksheet 1, page 6.

Scenario One

You teach FETAC communications and decide just before class starts to cover writing letters of complaint today. You arrive ten minutes late for class because while photocopying sample letters for the lesson the photocopier starts to jam. *(This is not a once off).*

Scenario Two

Two of your LCA maths learners spend half the class searching for their folders. You have been meaning to get a box to put all their folders in, but haven't got round to it yet. *(You have no clear system for storage of learner's work).*

Scenario Three

Most of your FETAC woodwork class are ready to sand and varnish their wooden toys. You send two of them up to the coordinator/director to get an order form for sand paper and varnish. While the learners are away getting the supplies, those who are left spend the time either cleaning the woodwork room or chatting together quietly. *(This is not a once off – you frequently forget to order supplies).*

Scenario Four

You decide to make Swiss rolls with your ten junior certificate home economics learners. Learners first spend time looking for the beaters for the electric mixers. They are eventually found in a press under one of the sinks. You are 30 minutes into the lesson before you discover that there are only two Swiss roll tins and no grease proof paper – five Swiss rolls have been mixed. *(You have no clear system of equipment storage and stocktaking is erratic).*

Scenario Five

You teach FETAC personal and interpersonal skills. A good number of years ago you developed a series of worksheets that cover all of the FETAC SLO's and have bound them into a workbook. During your classes learners generally fill in these worksheets, you find that it does not take long to get learners through for assessment. Learners often complain that they find personal development class boring as all they seem to do is fill in worksheets. *(Your class materials are tired & unimaginative)*

Worksheet 1: Effects of Bad Planning

Possible Effects	
Teacher	
Learners	
Centre	

Outline of the Programme Planning Process

1. The first step in the planning process is to read the syllabus for the programme you are proposing to teach thoroughly (these can be downloaded from relevant websites e.g. www.fetac.ie – click on modules). Make a list of content and assessment criteria etc.
2. For programmes that are locally devised the overall aims and objectives of the programme need to be thought about first and only then can a more detailed contents list be devised.
3. Put the content into a logical order i.e. the order in which it makes sense to teach it. If assessment is continuous it needs to be slotted in at appropriate stages.
4. Figure out how many weeks actual teaching time you will have for the module. Consider work experience, closures at Christmas or Easter etc.
5. Divide your content into what you think are weekly chunks of work.
6. Look at the content and think about it in terms of which methodologies are best for its delivery. Try to have variety.
7. Prepare your programme of work (previously called a scheme of work) – see sample on P. 18
8. Prepare a programme contents list – see sample on P. 21
9. Keep a daily diary – This is your short term plan. Daily diaries record what you intend to get covered with the class on a given day. If classes do not go to plan the daily diary should reflect this e.g. content may have to be moved to the next day. The daily diary can be used to make short notes about how the lesson went, which may be useful later when you are evaluating the programme.
10. Toward the end of each lesson (or at periods throughout the lesson) you should check that your learners are actually learning what you are trying to teach them. This can be done in many ways e.g. verbal questioning, worksheets, quizzes and so on. You should record on your programme of work how you intend to do this.
11. At the end of the course or module learners must be given an opportunity to evaluate the programme – see sample on P. 32
12. Teachers must evaluate their own programme. This evaluation together with the learner's evaluation should inform the following years programme.

Programme Planning Guidelines

The guidelines outlined below are seen as important and should be followed.

1. There must be evidence of long and short term planning e.g. programme of work and daily diary. Planning is also about having good work practices e.g. for storage of learners work, ordering and storing materials and equipment and so on.
2. There must be evidence of cross-curricular links where appropriate. Cross-curricular links may be evidenced in the programme of work. They may also be discussed at meetings or evidenced through joint projects e.g. an enterprise task whereby learners make clay vases evidences cross-curricular links between communications, job skills and craft.
3. Account must be taken of learners with special needs. Use of a wide variety of methodologies makes it more likely that different learning styles are better catered for. Worksheets etc. should be in keeping with the needs and abilities of learners and may have to be adapted accordingly. Many centres also have an integrating literacy plan which should be incorporated into the teaching of all subjects.
4. A variety of resources must be used especially information and communications technology (ICT). Many people think of ICT only in terms of computers. ICT in this context however includes digital cameras, interactive whiteboards, internet, printers, scanners, CDs, tapes, videos as well as photocopiers, faxes and phones.
5. External agencies and individuals should be used to enrich teaching and learning. This includes guest speakers, field trips, writing to, emailing or phoning organisations for information and so on.
6. After teaching a section of content it is important to find out whether your learners have actually understood and learned it before moving on. This can be done through verbal questioning, worksheets, quizzes etc. Record this on your programme of work.
7. At the end of a module or course learners must be given an opportunity to evaluate the programme as it has been delivered to them. The programme contents list will help jog learner's memories as to what has been covered. The template on P. 33 can be used, but must be adapted to suit the subject it is being used for.

Programme of Work

On the pages that follow is a sample programme of work. A programme of work should:

- Have a title e.g. LCA Social Education
- Name the class the programme of work is intended for e.g. group 4
- State the duration of the course e.g. 2 hours per week/26 weeks
- List the content of the programme in the order in which it is logical to teach it.
- Divide the course content into weekly chunks of work.
- The programme of work should state clearly the methodologies, resources and teaching aids that you intend using to teach the stated content.
- Incorporate assessment – programmes should not however be too assessment focused.
- The programme of work should state clearly how you intend to evaluate what learning has occurred after it has been taught e.g. question and answer session, quiz, worksheet etc.
- A programme of work is a long term plan and should be done before the course starts at all.
- Programmes of work need to be evaluated and any changes incorporated into the next year's programme.
- Programmes of work should show evidence of:
 - Cross-curricular links
 - Having taken account of learners with special needs
 - Use a variety of methods and resources especially ICT
 - Use external agencies to enrich teaching and learning

(See programme planning guidelines – section 4, P. 8)

PROGRAMME OF WORK

FETAC FOOD AND COOKERY - LEVEL 3

1 Single (50mins) & 1 Double Class (1hr 40mins) Per Week/26 Weeks

Week No.	Content	Method
1	<p>Unit 1 - Breakfasts</p> <p>Introduce the food pyramid - food groups</p> <p>Starting to cook - setting up, hygiene in the kitchen, getting to know the kitchen, how to wash up correctly</p> <p>Making brown bread</p>	<p>Examine food pyramid – Health promotion leaflet</p> <p>Using pictures downloaded from internet – class make food pyramid wall chart – label</p> <p>Worksheet – hygiene in the kitchen, personal hygiene</p> <p>Getting to know the kitchen – show where basic equipment is kept</p> <p>Demonstrate preparing to cook, setting table, setting oven, making brown bread, washing up.</p> <p>Show how to evaluate bread</p>
2	<p>Breakfast foods</p> <p>Breakfast menu 1 – must include 3 of 4 food groups</p> <p>Brown bread</p> <p>Evaluate - taste, appearance, texture, own performance</p>	<p>Brainstorm – breakfast foods – whiteboard</p> <p>Divide into healthy and not so healthy</p> <p>Learners compile menu each</p> <p>Examine range of breakfast menus from local hotels and restaurants</p> <p>Practical class – spot demonstrations where necessary, learners worksheet</p>
3	<p>Setting table for breakfast</p> <p>Breakfast menu 2 – must include 3 of 4 food groups</p> <p>Recipe – muesli</p> <p>Muesli</p> <p>Evaluate – taste, appearance, texture, own performance.</p> <p>Making tea and coffee</p>	<p>Demonstrate first – learners set one place setting each</p> <p>Label diagram of breakfast tray</p> <p>Learners compile menu each</p> <p>Overhead – learners write down recipe, check understand - learners say in own words how to make muesli</p> <p>Practical class – learners make muesli</p> <p>Worksheet</p> <p>Demonstrate making tea and coffee (using plunge cafeteria)</p>

Week No.	Content	Method
4	<p>Analysis of commercial breakfast cereals – emphasis on overall Kcal value, fibre, sugar and salt content</p> <p>Cooking eggs for breakfast</p> <p>Testing eggs for freshness</p> <p>Looking at information on egg boxes</p>	<p>Learners examine the labels from a number of breakfast cereals – wheatabix, cornflakes, coco-pops, sugar puffs, special K, rice krispies, Alpen.</p> <p>Learners fill in information on table – compare cereals.</p> <p>Demonstrate scrambled and poached egg - learners taste</p> <p>Explain how to tell stale from fresh egg.</p> <p>Explain – learner examine egg boxes. Worksheet to check understanding</p>
5	<p>Doing a costing</p> <p>Time plans</p> <p>Full Irish breakfast – grilled sausage, rasher, pudding, tomato and fried egg.</p> <p>Evaluate dish</p>	<p>Demonstrate how to do a costing on board (brown bread)</p> <p>Worksheet – learners practice working out costing – assist where necessary</p> <p>Explain purpose, show sample, learners make time plan for full Irish breakfast</p> <p>Practical class – use of time plan</p> <p>Demonstrate frying an egg</p> <p>Use of evaluation sheet – taste, presentation, own performance</p>
6	<p>SLO - Unit 1</p> <p>Plan cooking breakfast for centre. Get numbers – order ingredients</p> <p>Divide class into groups:</p> <p>Group 1 – brown bread, tea and coffee</p> <p>Group 2 – muesli, orange juice, toast</p> <p>Group 3 – grill bacon, set tables</p> <p>Group 4 – eggs, set tables</p> <p>Learners prepare, cook and serve breakfast for centre</p>	<p>Learners compile menu, also simple evaluation sheet for guests to fill out after eating breakfast - type up in IT class</p> <p>Learners write out order roughly first – then into order book</p> <p>Learners make out own time plan for breakfast</p> <p>Practical class – Learners set table first</p> <p>Cook in groups of 2 – supervise</p> <p>Serve food</p> <p>Learners ask guests to evaluate food and service – short questionnaire</p>
7	<p>Evaluation of breakfast (nutritional value)</p> <p>Cost breakfast per portion</p>	<p>Worksheet – learners list all foods in breakfast (week 6), discuss each in terms of nutritional content, learners complete worksheet individually – assist 1-1 where necessary.</p> <p>Worksheet -learners list all ingredients and work out costing – assist 1-1 where necessary</p>

Week No.	Content	Method
8	Unit 2 – Take away/packed lunches	Visit a number of cafes in town – list foods available at lunchtime – sandwiches, rolls, wraps and paninis, soups etc. Take note of prices
	Sandwiches	Practical class – ham/chicken salad sandwiches on brown sliced bread (for centre lunch). Reinforce good work and hygiene practice
9	Healthy foods for packed lunches	List healthy foods suitable for packed lunches – include foods from all food groups on board Learners come up with a healthy lunch from this list that they feel they would actually eat (must include 3 out of the 4 food groups) Brainstorm – record on whiteboard
	Importance of having a healthy lunch	Wrap – learners read recipe, list equipment needed, question to check understanding, Practical class – grilled chicken wraps (for centre lunch) Reinforce good work and hygiene practices
10	Soups	Learners look through cook books for different soups – learners make a list of soups, choose one to make in practical class. Read recipe, list equipment needed, question to check understanding.
	Practical class – soup Using the food processor	Practical class – learners make soup (for centre lunch) Demonstrate safe chopping of vegetables, using food processor to puree soup
11	Smoothies & paninis	Learners look up smoothie recipes on internet – choose one. List fillings for paninis – each learner picks a filling of choice, list ingredients for class, compile and write order on board – teacher to transfer to order book. Practical class – teacher demonstrates smoothie, learners taste. Learners make panini of choice. Do costings

Week No.	Content	Method
12	<p>SLO – unit 2</p> <p>Plan, prepare, serve and evaluate a healthy packed lunch</p> <p>Prepare and pack lunch appropriately</p> <p>Evaluate lunch – taste, presentation and own performance</p>	<p>Learners plan balanced lunch – write out roughly – type up in computer class.</p> <p>List ingredients – write order. Do time plan.</p> <p>Practical class – learners make own lunch, reinforce good work and hygiene practices.</p> <p>Worksheet</p>
13	<p>Cost lunch, evaluate lunch in terms of nutritive value</p> <p>Unit 2 complete</p> <p>Unit 3 – nutritious meal</p> <p>Introduce starters</p> <p>Starters – bruschetta</p> <p>Evaluate – taste, appearance, own performance</p>	<p>Do example on whiteboard</p> <p>Worksheet – 1-1 assistance where necessary</p> <p>Brainstorm for different starters, look at menus from local restaurants – learners record findings</p> <p>Practical class – read recipe first, question to test understanding.</p> <p>Learners make bruschetta – short written evaluation</p>
14	<p>Setting a dinner table</p> <p>Country vegetable soup (vegetable chopping)</p> <p>Evaluate soup – taste, presentation and own performance</p>	<p>Past learner (now working in local hotel) comes in to demonstrate place settings</p> <p>Learners Wash, dry and shine table settings - learner practice</p> <p>Learners label diagram of a table setting</p> <p>Read recipe, list equipment – question to check understanding</p> <p>Practical class – Demonstrate how to chop vegetables safely.</p> <p>Learners make soup, reinforce good work and hygiene practices</p> <p>Worksheet</p>
15	<p>Nutrition – nutritional requirement of teenagers</p> <p>Prawn cocktail and egg mayonnaise</p>	<p>Handout – read and explain – written questions to check understanding – assist 1-1 where necessary</p> <p>Practical class – read recipe, list equipment, question to check understanding.</p> <p>1/2 of group make prawn cocktail other 1/2 egg mayonnaise.</p> <p>Demonstrate – garnishes (lemon twists, chopping parsley)</p>

Week No.	Content	Method
16	<p>Main courses – chicken</p> <p>Good food hygiene and storage – prevention of food poisoning – salmonella & E Coli</p> <p>Food storage instructions</p> <p>Benefits of chicken in the diet</p> <p>Buying and storing fresh and frozen chicken</p>	<p>Learners look through cook books for chicken dishes – list</p> <p>Guest speaker – environmental health officer</p> <p>Learners examine range of food products in the kitchen for storage instructions – worksheet</p> <p>Explain – use of whiteboard, question to check understanding</p>
17	<p>Food labels on whole chickens – expiry dates, weight, cost per/Kg, cooking instructions</p> <p>Chicken curry and rice (one group use brown rice)</p> <p>Functions of fibre in the diet</p> <p>Evaluate dish – taste, appearance and own performance</p>	<p>Examine chicken food label – answer questions about label e.g. what is its expiry date?</p> <p>Read recipe – question to check understanding</p> <p>Practical class - learners prepare cook and serve chicken curry and rice – supervise, spot demonstration as necessary</p> <p>Explain functions and sources of fibre in the diet</p> <p>Each learner gives verbal evaluation</p>
18	<p>Cost chicken curry dish</p> <p>Dressed warm chicken salad</p> <p>Emulsions</p> <p>Evaluate dish – taste, appearance and own performance</p>	<p>Worksheet – assist 1-1 where necessary</p> <p>Read recipe – question to check understanding</p> <p>Explain what emulsions are demonstrate - French dressing</p> <p>Practical class – learners prepare, cook and serve warm chicken salad - reinforce good work and hygiene practices</p> <p>Each learner gives verbal evaluation of own dish</p>
19	<p>Cost warm chicken salad</p> <p>Classification of red meat – cattle, sheep, pigs</p> <p>Tough and tender cuts of meat</p> <p>Cuts of meat, prices of meat, how a butchers shop is run</p>	<p>Worksheet – help learners with costing 1-1 as required</p> <p>Mix and match exercise – animal with meat</p> <p>Explain what makes meat tough/tender – ways to tenderise meat – white board, explain</p> <p>Visit local butcher (one used by centre) – butcher gives talk on cuts of meat and what his job entails – hygiene rules etc.</p>

Week No.	Content	Method
20	<p>Buying and storing meat Red meat recipes</p> <p>Shepherds pie Emphasis on prevention of cross contamination</p>	<p>Short handout – read, question to check understanding Learners look through cook books and on the internet for suitable recipes using red meat i.e. pork, beef or lamb. List findings.</p> <p>Practical class – learners prepare, cook and serve shepherds pie- Reinforce good work and hygiene practices.</p>
21	Food safety and hygiene in industry – HACCP system of food control	Handout – read, explain, question to check understanding Visit local café so learners see HACCP in action
22	<p>Types of vegetarian How vegetarians meet nutritional requirements Cheesy pasta and broccoli bake</p> <p>Evaluate dish – taste, appearance and own performance</p>	<p>Handout , explain, question to check understanding Interview vegetarian in centre – prepare questions before hand Practical class - learners prepare, cook and serve pasta and broccoli bake - reinforce good work and hygiene practices Worksheet – assist 1-1 where necessary</p>
23	<p>Desserts</p> <p>Make dessert</p> <p>Evaluate dish – taste, appearance and own performance</p>	<p>Learners look through cook books – list desserts Class chooses one. Read recipe, list equipment – question to test understanding of method. Practical class - learners prepare, cook and serve dessert – reinforce good work and hygiene practices. Demonstrate how desserts may be attractively presented Worksheet – assist 1-1 where necessary</p>
24	<p>SLO – Unit 3 (prepare, cook, serve and evaluate three course meal for four people) Planning the meal</p>	<p>Research in cookbooks, on the internet in the library starters, main courses and deserts. Advise learners on what is possible within time allowed (3 hours) Each learner chooses one starter, one main course and one dessert – read recipes, list ingredients and equipment – assist and advise Learners make up time plans –assist and advise where necessary Make up menu and invitations (to staff and fellow learners) on computer (in IT class) Order ingredients</p>

Week No.	Content	Method
25	<p>3 hour practical class Prepare, cook and serve 3 course meal</p> <p>Evaluate dishes – taste, appearance, and own performance</p>	<p>Practical class – learners each prepare, cook and serve 3 course meal for 4 invited people – supervise</p> <p>Spot demonstration where necessary</p> <p>Written worksheet</p>
26	<p>Costing</p> <p>Folder work</p>	<p>Worksheet – assist 1-1 where necessary</p> <p>Work with learners 1-1 checking that folders are in order and complete</p>

The worksheet below is to be used as part of the training day. During the training day you, as part of the larger group, will be asked to think of teaching methods and resources that you currently use or could use in the classroom. This exercise is designed to create a bank of ideas. You should record any methods or resources that you may find useful on the worksheet for future reference.

Worksheet 2: Assessment of Teaching Aids, Methodologies and Resource Use

[illegible]

Blank Programme of Work Template

On the pages that follow is a blank template for a programme of work. Use the cover sheet and photocopy as many additional pages as necessary. On the training day you will be asked to complete a section of it in relation to your own subject area. This template is also available to download on both the YOUTHREACH and Senior Traveller Training Centre websites. The document is in word format and therefore can be typed onto or alternatively printed and hand written. The advantage of typing your programme of work is of course that it can be easily altered from year to year. It may therefore be worth typing in the first place even if you are not an experienced typist.

Programme Plan

Subject
No. of weeks
Class
Classes per week

Week No.	Content	Method
1		
2		
3		

Programme Plan (continued)

Week No.	Content	Method

Programme Contents List

On the pages that follow is a sample programme contents list.

Compiling and using the list:

- The programme contents list is done after the programme of work is complete.
- It is basically a list of everything the learner is going to be doing in the subject/module.
- The list should be written in the 1st person e.g. I learned how to enlarge on a photocopier, there should be a tick box after each item so that it can be ticked off once complete.
- Learners tick off completed items at the end of a lesson.
- Some items which will be repeated may have 2 or 3 tick boxes across. The learner ticks one box each time they practice this item.
- The programme contents lists for the class can be kept by the teacher in a cardboard folder and produced during cleanup and evaluation time before the end of class.

Purpose/advantages of the list:

- The programme contents list gives learners a sense of purpose and achievement.
- Some learners do not see that the course they are doing has a start, middle and an end. The programme contents list helps them realise this and see that they are making progress.
- The programme contents list can be used as a tool to check and evaluate learning e.g. learners could be questioned before being allowed tick off something from the list.
- The programme contents list is an accurate record of individual progress and achievement.
- The programme contents list is invaluable for learners evaluating the programme. Without it, it may be difficult for them to remember all parts of the course and the evaluation may not therefore be as valid.
- The list may bring it home to those with poor attendance the amount of work they are actually missing.

Programme Contents List

FETAC – Food and Cookery

Name: _____

Unit 1 – Breakfast Cookery

Tick if complete

- | | |
|---|--------------------------|
| 1. I know what the food pyramid looks like and what it is for | <input type="checkbox"/> |
| 2. I can name the 4 food groups | <input type="checkbox"/> |
| 3. I can list foods from the top of the food pyramid | <input type="checkbox"/> |
| 4. I know I should rarely eat foods from the top of the food pyramid | <input type="checkbox"/> |
| 5. I helped make a wall chart of the food pyramid | <input type="checkbox"/> |
| 6. I know how I should prepare hygienically for cookery class | <input type="checkbox"/> |
| 7. I know how to set up my table for cookery class | <input type="checkbox"/> |
| 8. I know where the pots are kept in the kitchen | <input type="checkbox"/> |
| 9. I know where the cutlery is kept in the kitchen | <input type="checkbox"/> |
| 10. I know where the chopping boards are kept in the kitchen | <input type="checkbox"/> |
| 11. I know where the weighing scales are kept in the kitchen | <input type="checkbox"/> |
| 12. I know where the sharp knives are kept and the rules for using them | <input type="checkbox"/> |
| 13. I know where the mixing bowls are kept in the kitchen | <input type="checkbox"/> |
| 14. I know how to wash up correctly and what products to use | <input type="checkbox"/> |
| 15. I know how to set an oven | <input type="checkbox"/> |
| 16. I know how to make brown bread | <input type="checkbox"/> |
| 17. I know how to do an evaluation (of brown bread) | <input type="checkbox"/> |
| 18. I have made a list of breakfast foods and I know which are healthiest | <input type="checkbox"/> |
| 19. I made a healthy breakfast menu containing at least 3 food groups | <input type="checkbox"/> |
| 20. I made brown bread and evaluated it | <input type="checkbox"/> |
| 21. I can set a table for breakfast | <input type="checkbox"/> |
| 22. I made another healthy breakfast menu containing at least 3 food groups | <input type="checkbox"/> |
| 23. I can make muesli | <input type="checkbox"/> |
| 24. I know how to make tea and coffee properly | <input type="checkbox"/> |
| 25. I know which breakfast cereal is highest in fibre | <input type="checkbox"/> |
| 26. I know which breakfast cereal is lowest in K. calories | <input type="checkbox"/> |
| 27. I know which breakfast cereal is highest in sugar | <input type="checkbox"/> |
| 28. I know which breakfast cereal is highest in salt | <input type="checkbox"/> |

- 29. I know how to test eggs for freshness ☐
- 30. I understand the information found on an egg carton ☐
- 31. I know how to cost a dish (brown bread) ☐
- 32. I have made a time-plan for making a full Irish breakfast ☐
- 33. I have made a full Irish breakfast and evaluated it ☐
- 34. I made a time plan for a healthy breakfast for the centre ☐
- 35. I helped my class make a breakfast for the centre ☐
- 36. I worked out the cost of the breakfast for one portion ☐
- 37. I wrote out why I thought the breakfast was a healthy one ☐

Unit 2 – Healthy Snacks and Packed Lunches

- 38. I visited cafes in town and made a list of foods available at lunchtime ☐
- 39. I made a list of healthy foods and drinks for packed lunches ☐
- 40. I made ham/chicken salad sandwiches for the centre ☐
- 41. I washed my hands before starting to cook ☐
- 42. I wore my apron and hat ☐
- 43. I used plastic gloves when making the sandwiches ☐
- 44. I gathered all my equipment and ingredients before starting to cook ☐
- 45. I made a grilled chicken wrap ☐
- 46. I made the wrap in a very hygienic way ☐
- 47. I gathered my equipment and ingredients before starting to make the wrap ☐
- 48. I looked through cookery books and made a list of soups ☐
- 49. I helped choose one soup and I made it ☐
- 50. I gathered all my equipment and ingredients before starting make the soup ☐
- 51. I can use a food processor safely ☐
- 52. I know the food processor blades are sharp and need careful washing ☐
- 53. I can list 4 suitable fillings for paninis ☐
- 54. I made a panini of my choice ☐
- 55. I worked out the cost of making a panini and smoothie ☐
- 56. I planned a balanced packed lunch ☐
- 57. I prepared, cooked and packed the lunch ☐
- 58. I did a written evaluation of the lunch ☐
- 59. I worked out the cost of the lunch and wrote this down ☐
- 60. I wrote out why I thought the lunch was a healthy one ☐

Unit 3 – Nutritious main meals

- | | |
|---|--------------------------|
| 61. I know what a three course meal is | <input type="checkbox"/> |
| 62. I have looked in cook books and made a list of starters | <input type="checkbox"/> |
| 63. I have looked at starters on menus from local restaurants | <input type="checkbox"/> |
| 64. I made bruschetta | <input type="checkbox"/> |
| 65. I evaluated the dish for taste, appearance and my own performance | <input type="checkbox"/> |
| 66. I can set a table for dinner | <input type="checkbox"/> |
| 67. I understand the importance of having tableware spotless | <input type="checkbox"/> |
| 68. I know how to chop vegetables safely | <input type="checkbox"/> |
| 69. I can make vegetable soup | <input type="checkbox"/> |
| 70. I collected my equipment and ingredients first before making the soup | <input type="checkbox"/> |
| 71. I understand why teenagers need to have a good diet | <input type="checkbox"/> |
| 72. I made prawn cocktail/egg mayonnaise | <input type="checkbox"/> |
| 73. I served the prawn cocktail/egg mayonnaise attractively | <input type="checkbox"/> |
| 74. I looked through cook books for healthy chicken dishes | <input type="checkbox"/> |
| 75. I know what salmonella and E Coli are | <input type="checkbox"/> |
| 76. I know how food poisoning can be best prevented | <input type="checkbox"/> |
| 77. I have read a case study about an outbreak of salmonella poisoning | <input type="checkbox"/> |
| 78. I have examined the storage instructions on food items in the kitchen | <input type="checkbox"/> |
| 79. I know why chicken is a very useful food in the diet | <input type="checkbox"/> |
| 80. I know the rules for buying and storing chicken | <input type="checkbox"/> |
| 81. I understand the information found on chicken food labels | <input type="checkbox"/> |
| 82. I can make chicken curry and rice | <input type="checkbox"/> |
| 83. I understand that brown rice has more fibre than white rice | <input type="checkbox"/> |
| 84. I verbally evaluated my chicken curry with my teacher | <input type="checkbox"/> |
| 85. I worked out the cost of one portion of chicken curry | <input type="checkbox"/> |
| 86. I know how to make dressed warm chicken salad | <input type="checkbox"/> |
| 87. I know what temporary and permanent emulsions are | <input type="checkbox"/> |
| 88. I can make dressed warm chicken salad | <input type="checkbox"/> |
| 89. I verbally evaluated my chicken salad with my teacher | <input type="checkbox"/> |
| 90. I know what animals pork, bacon, beef, mutton and veal come from | <input type="checkbox"/> |
| 91. I understand why some cuts of meat are tender and some are tough | <input type="checkbox"/> |
| 92. I know how meat can be tenderised | <input type="checkbox"/> |

- 93. I visited a butchers shop and learned their hygiene rules ☐
- 94. I know how to tell if meat is fresh ☐
- 95. I know how to store meat correctly in the fridge ☐
- 96. I made a list of healthy dishes using lean red meat ☐
- 97. I can make shepherd's pie ☐
- 98. I understand what cross contamination is and how to prevent it ☐
- 99. I know what the HACCP system of food control is ☐
- 100. I visited a café to see the HACCP system in action ☐
- 101. I know the different types of vegetarian diets ☐
- 102. I helped carry out an interview with a vegetarian in the centre ☐
- 103. I understand how vegetarians stay healthy without meat ☐
- 104. I made cheesy pasta and broccoli bake ☐
- 105. I did a written evaluation of the dish ☐
- 106. I made a list of desserts that could be made in a double class ☐
- 107. I made a dessert (as decided by class) ☐
- 108. I did a written evaluation of the dessert ☐
- 109. I planned a 3 course meal for 4 people ☐
- 110. I typed up a menu for the meal ☐
- 111. I set the table for the meal ☐
- 112. I gathered the ingredients and equipment for the meal before starting ☐
- 113. I prepared, cooked and served a 3 course meal ☐
- 114. I asked my guests to evaluate the meal ☐
- 115. I evaluated the meal – taste, appearance, my own performance ☐
- 116. I worked out the cost of the meal per person ☐
- 117. I have put my food and cookery folder in order ☐

Blank Programme Contents List

On the pages that follow is a blank programme contents list. During the training day you will be asked to fill out a section of it for your own subject area. This template is also available to download on both the YOUTHREACH and Senior Traveller Training Centre websites. The document is in word format and therefore can be printed and hand written on. Some teachers prefer to type their programme contents list as it can be easily altered if necessary and also some learners find it more difficult to read handwriting.

Programme Contents List

Subject: _____

Name: _____

Tick When Complete

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____

32.		<input type="checkbox"/>
33.		<input type="checkbox"/>
34.		<input type="checkbox"/>
35.		<input type="checkbox"/>
36.		<input type="checkbox"/>
37.		<input type="checkbox"/>
38.		<input type="checkbox"/>
39.		<input type="checkbox"/>
40.		<input type="checkbox"/>
41.		<input type="checkbox"/>
42.		<input type="checkbox"/>
43.		<input type="checkbox"/>
44.		<input type="checkbox"/>
45.		<input type="checkbox"/>
46.		<input type="checkbox"/>
47.		<input type="checkbox"/>
48.		<input type="checkbox"/>
49.		<input type="checkbox"/>
50.		<input type="checkbox"/>
51.		<input type="checkbox"/>
52.		<input type="checkbox"/>
53.		<input type="checkbox"/>
54.		<input type="checkbox"/>
55.		<input type="checkbox"/>
56.		<input type="checkbox"/>
57.		<input type="checkbox"/>
58.		<input type="checkbox"/>
59.		<input type="checkbox"/>
60.		<input type="checkbox"/>
61.		<input type="checkbox"/>
62.		<input type="checkbox"/>
63.		<input type="checkbox"/>
64.		<input type="checkbox"/>
65.		<input type="checkbox"/>
66.		<input type="checkbox"/>

67.	_____	<input type="checkbox"/>
68.	_____	<input type="checkbox"/>
69.	_____	<input type="checkbox"/>
70.	_____	<input type="checkbox"/>
71.	_____	<input type="checkbox"/>
72.	_____	<input type="checkbox"/>
73.	_____	<input type="checkbox"/>
74.	_____	<input type="checkbox"/>
75.	_____	<input type="checkbox"/>
76.	_____	<input type="checkbox"/>
77.	_____	<input type="checkbox"/>
78.	_____	<input type="checkbox"/>
79.	_____	<input type="checkbox"/>
80.	_____	<input type="checkbox"/>
81.	_____	<input type="checkbox"/>
82.	_____	<input type="checkbox"/>
83.	_____	<input type="checkbox"/>
84.	_____	<input type="checkbox"/>
85.	_____	<input type="checkbox"/>
86.	_____	<input type="checkbox"/>
87.	_____	<input type="checkbox"/>
88.	_____	<input type="checkbox"/>
89.	_____	<input type="checkbox"/>
90.	_____	<input type="checkbox"/>
91.	_____	<input type="checkbox"/>
92.	_____	<input type="checkbox"/>
93.	_____	<input type="checkbox"/>
94.	_____	<input type="checkbox"/>
95.	_____	<input type="checkbox"/>
96.	_____	<input type="checkbox"/>
97.	_____	<input type="checkbox"/>
98.	_____	<input type="checkbox"/>
99.	_____	<input type="checkbox"/>
100.	_____	<input type="checkbox"/>

Short Term Planning - Daily Diary

- The programme plan described in section 5 is evidence of long term planning. Generally speaking it is rare for a programme of work to go entirely to plan. Problems and issues such as continuous intake, discipline problems and absenteeism can often arise setting the plan off track. This is why day to day short term planning is also necessary.
- Most people who have been to teacher training college have experience of doing class plans. When people are first learning to teach, these plans need to be very detailed. As people become more experienced however, less detail is often required.
- On the following page is an example of a daily diary for one class. This is evidence of short term planning. Daily diaries should only be filled out on a class by class basis. They should be done in conjunction with the programme of work, usually a day in advance.
- Daily diaries are intended to be an accurate reflection of what will be taught next. They also jog your memory about things that have to be done e.g. photocopy sample letter of complaint for the next day.
- If you record in your daily diary that you intend getting a particular piece of work done and do not for what ever reason get it completed, then the uncompleted work – should be moved down to the next day. In some cases it may be good to record why a certain piece of work was not completed.
- Often learners are at very different stages within the programme. Whole class teaching may not therefore be appropriate. Where teachers are working with learners at different stages in the programme, it will be necessary to record what is planned for each sub-group (please see sample diary 2)

Sample Diary 1

2007-2008 CLASS YEAR PLANNER

Note programme for the year/homework given

M 6 August

T 7

W 8

T 9

F 10

M 13 August

T 14

W 15

T 16

F 17

M 20 August

T 21

W 22

T 23

M 10 September

T 11

W 12

T 13

F 14

M 17 September

T 18

W 19

T 20

F 21

M 24 September

T 25

W 26

T 27

F 28

M 1 October

T 2

W 3

T 4

F 5

M 8 October

Doing Evaluations, setting breakfast table, tray, menu 2 Recipe - Muesli ✓

Muesli, Evaluate, Dem - tea, coffee ✓

Analysis Breakfast cereals
Compare ✓

Dem - scrambled + fried eggs ✓
Test for freshness, egg boxes, worksheet ✓

Worksheet - eggs, Doing costing - Bread ✓
Time plan - Full Irish Breakfast ✓

Full Irish breakfast - ✓
Evaluate (just got verbal done, no written) ✓

SLO's - Unit 1 - Plan breakfast
list ingredients, order ✓

Breakfast Gp1 - B. Bread + Tea/Coffee
Gp2. Muesli, OJ G3 - Grill + tables ✓
Gp4 - Eggs + tables

Evaluate, Nutritive value of breakfast
- worksheet ✓

Cost breakfast - Tidy up
off for assessment folder ✓

OCTOBER 2007
THURSDAY 5

Week 41

Level 3 (6 students) ✓

Breakfast - Gp1 - Toast & grilled rashers
Gp2 - Muesli + OJ Gp3 - Scrambled eggs
Set tables ✓

Level 4 (4 students) ✓

Breakfast - Gp1 - Porridge, Full Irish,
Toast, Tea & Coffee ✓ Gp2 - Muesli,
Buffet (Fruit segments, cold meats, OJ) ✓
Tea & Coffee, brown scones ✓

Sample Diary 2

Learner Subject Evaluations

At the end of each module of work, learners must be given the opportunity to evaluate the module. The sample on the following page is available on both the YOUTHREACH and Senior Traveller Training Centre websites. It will be in word format and so be can downloaded and used by teachers as a guide. Teachers must however adapt the template to suit themselves as the methods and resources listed will not suit all subjects.

The programme evaluation sheet should be used in conjunction with the programme contents list as learners may find it difficult to remember details of the course otherwise.

The results of the learner subject evaluations need to be compiled onto one sheet. The evaluations should inform long-term planning for the next year.

Learner Subject Evaluation

Subject:

Learner Name:

Unit/Module:

Date:

What parts of this module/unit did you enjoy?

Why did you enjoy them?

What parts of this module/unit did you least enjoy?

What prevented you from enjoying them?

Which of these teaching methods did you find most useful for this module or unit?

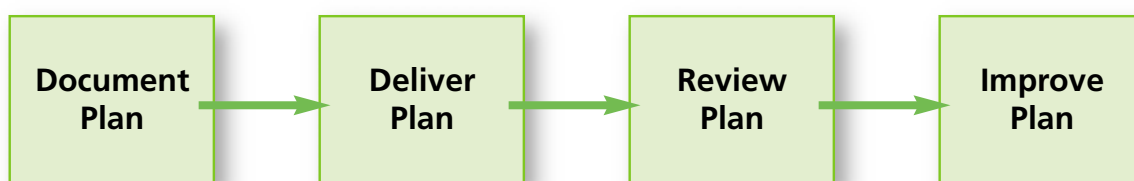
- | | | | | | |
|----------------------|--------------------------|----------------------|--------------------------|---------------------------|--------------------------|
| Whole class teaching | <input type="checkbox"/> | Research projects | <input type="checkbox"/> | Computer work | <input type="checkbox"/> |
| Tape work | <input type="checkbox"/> | Collage | <input type="checkbox"/> | DVD/Video & TV | <input type="checkbox"/> |
| Role play | <input type="checkbox"/> | Games | <input type="checkbox"/> | Newspapers/magazines | <input type="checkbox"/> |
| Puzzles | <input type="checkbox"/> | Worksheets | <input type="checkbox"/> | Class discussion | <input type="checkbox"/> |
| Demonstration | <input type="checkbox"/> | Field trips | <input type="checkbox"/> | Practical work | <input type="checkbox"/> |
| Map work | <input type="checkbox"/> | Team teaching | <input type="checkbox"/> | Case studies | <input type="checkbox"/> |
| Interviews | <input type="checkbox"/> | Visiting speakers | <input type="checkbox"/> | Internet research | <input type="checkbox"/> |
| Library work | <input type="checkbox"/> | Survey/Questionnaire | <input type="checkbox"/> | Dictionary work | <input type="checkbox"/> |
| Photographs | <input type="checkbox"/> | Textbook work | <input type="checkbox"/> | Power-point presentations | <input type="checkbox"/> |
| Quizzes | <input type="checkbox"/> | | | | |

Teacher Annual Programme Reviews

On completion of a module teachers need to evaluate and review their programme of work. The worksheet below lists the type of questions teachers may like to think about with regards to this process. Annual programme reviews are for the teacher's own use.

- Was the programme delivered in the correct sequence?
- Was it at the correct level for the ability of the learner?
- Did short term planning occur throughout the year (e.g. use of teachers' journal)?
- Did the plan include cross-curricular links?
- Were the teaching resources available in order to deliver the programme as planned?
- Were the resources culturally appropriate?
- Was the appropriate methodology and resources used for each part of the programme?
- Were a variety of approaches used?
- Did learners become actively involved in and take responsibility for their own learning?
- Could the programme be enhanced by linking with external organisations or individuals?
- Did the plan allow for dealing with the special needs of learners?
- Was the length of classes appropriate to the needs of the learners and was the class timetabled appropriately?
- Did the programme plan prioritise literacy needs of learners?
- Were the learners interested in the programme or did they find it too difficult or boring?
- Are your worksheets clear and up to date?

These questions, together with the **feedback that you received from the learners' evaluation of the programme** will help you to review your programme plan.



Doing Effective Worksheets

- Case Study and Sample

Many of the programmes offered in YOUTHREACH and Senior Traveller Training Centres do not have commercially produced text and workbooks. While commercially produced text and workbooks can be of use to teachers, they generally have to be adapted to suit. Worksheets should not be overused however as this can become very monotonous for learners. Effort should be made to make worksheets as interesting and varied as possible. It is good to include illustrations, cross-words, word searches, mix and match exercises, case studies etc. as simple question and answer type worksheets if used too frequently can be boring for learners.

The sample worksheet that follows is part of a series of lessons on health and safety in the woodwork room. In previous lessons the teacher has covered safe work habits, tidiness in the workshop, safe use of hand tools, safe use of portable electric (power) tools and safe use of machines. The subject of this lesson is the safe use of chemicals in the woodwork room. Before the worksheet is given to learners the teacher has:

- Introduced the lesson and recapped on last week's lesson.
- Shown learners a number chemicals commonly found in the woodwork room – solvents, sprays, adhesives, paints, varnish, stains, lacquers, oils and preservatives (chemicals are sealed in their containers).
- He/she has explained the dangers of chemicals if not used correctly (catch fire, cause burns, damage health or environment).
- He/she has shown learners seven labels found on hazardous chemicals in the woodwork room and explained what each means (corrosive, flammable, toxic, harmful, oxidising, explosive, environment). These words have also been written up on the board.
- He/she has demonstrated where applicable and explained the safe use of chemicals – (a) wear respirator, goggles and gloves (demonstrate), (b) wash hands after using chemicals, (c) never eat or drink around chemicals (explain), (d) safe storage of dangerous chemicals (demonstrate) , (e) importance of ventilation (demonstrate and explain), (f) never use near naked flame or spark (explain).
- He/she has explained how chemicals can be safely disposed of.
- The worksheet in this case is used to check learners understanding and reinforce learning. It is given towards the end of the lesson. Learners work independently on their worksheet with the teacher giving assistance where necessary. The teacher is acutely aware of not giving too much help as learners in the past have tended to become too dependent on him/her and this made them less willing to think for themselves. Learners record their answers in their own words.

Note: The daily diary entry for this lesson may read: H&S in the workshop – chemicals – dangers, labels, safe use and safe disposal.

Sample Worksheet

Health and Safety Safe use of Chemicals in the Woodwork room

1. List five chemicals commonly found in the woodwork room.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2. The names of the seven hazardous labels are hidden in the word search.
Try to find them.

p	o	t	o	e	a	t	t	g	t	p
e	e	a	o	x	s	b	n	t	o	y
l	v	v	x	p	n	j	e	s	x	f
b	i	u	i	l	y	x	m	t	i	x
a	s	n	d	o	c	o	n	d	c	t
m	o	i	i	s	j	a	o	x	o	h
m	r	f	s	i	a	d	r	v	d	g
a	r	a	i	v	r	d	i	q	m	r
l	o	l	n	e	i	p	v	m	o	v
f	c	m	g	g	i	w	n	j	h	i
l	u	f	m	r	a	h	e	w	v	w

3. List the rules for using chemicals safely in the workshop.

You have been given a clue for each one.

- Something about safety equipment:

- Something about your hands:

- Something about food and drink:

- Something about storing chemicals:

- Something about ventilation:

- Something about flames and sparks:

4. Match the labels on the left below with their meanings on the right.

Record your answers in the spaces below.

1.



(a) These substances are a serious risk to health and can cause death

2.



(b) These substances are harmful to the environment

3.



(c) These substances while they do not pose a serious risk to health must still be handled with care

4.



(d) These substances may explode if exposed to heat, naked flames or sparks

5.



(e) These substances destroy living tissue e.g. eyes and skin

6.



(f) These substances can easily catch fire

7.



(g) These substances may produce heat by reacting with other chemicals. Fire risk

1 = _____ 2 = _____ 3 = _____ 4 = _____ 5 = _____ 6 = _____ 7 = _____

5. Please write down in your own words how chemicals should be disposed of safely.



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