



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Senior Cycle Level 2 Learning Programme: Cookery Elective Module

For introduction to schools in September 2025.

Prepared by the National Council for Curriculum and Assessment (NCCA)

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## Introduction

The Senior Cycle Level 2 Learning Programme (SCL2LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL2LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Cookery is an elective module.

Cookery is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Cookery	60

## Rationale

The Cookery elective module develops students' practical food skills. These are essential life skills that benefit everyone and support students in their everyday living. This module promotes and enables healthy eating, personal wellbeing and independent living skills. Students stand to gain confidence in themselves as, through learning activities, they are automatically engaged in problem solving, planning, preparation and critical and creative thinking; not just in terms of food, but time and resource management. The collaborative nature of many cooking activities fosters effective social communication, social interactions, social skills. interpersonal and intrapersonal skills.

## Continuity and progression

This module is designed to consolidate and progress students' learning and experiences from junior cycle. The module is structured to provide continuity from aspects of Level 2 Personal Care (PLU) at junior cycle, and the Junior Cycle Home Economics specification to progress, enhance and deepen their learning in senior cycle.

This module supports the development and progression of student's junior cycle key skills such as managing self, staying well, communicating and promotes development and learning in areas such as communication, language, numeracy, motor coordination and spatial awareness. Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other curriculum areas, wider school activities and life outside of school, applying their learning in areas such as Communication and Literacy, Numeracy, Personal Care, Looking after my Environment, Preparing for the world of work or their area of special interest. This helps to reinforce learning and progress students' ability to be active, communicate and engage in positive social interactions, within their school and wider community.

This provides a continuous learning experience for students throughout senior cycle. It helps to reinforce and progress students' learning which, in turn, enables them to develop a sense of achievement and confidence in their learning. This supports students beyond school as they transition to the world of occupations, study or further services.

## Teaching and learning

Students may engage in a range of activities that enable them to develop confidence and promote independence in food preparation and in working with others. Cooking provides students with tactile and interactive learning experiences that may engage multiple senses and enhance their learning experiences. Students may feel the texture of ingredients, smell different herbs and spices, observe food changes during cooking, and listen to the sounds of food preparation. Activities serve as the medium through which the learning outcomes can be achieved. While some examples are listed, they are suggestions. Schools have the flexibility to adapt activities to suit their unique school context, their community's context and the students' interests.

Examples of activities may include but are not limited to:

- practical cooking sessions, where students prepare simple, balanced meals
- knife skills and kitchen safety practice, ensuring students can use utensils confidently and safely
- following step-by-step recipes, supporting sequencing skills and understanding instructions
- tasting and sensory activities, allowing students to explore different textures, flavours, and food combinations
- cooking challenges, where students work individually or in groups to prepare a meal within a set time
- engaging in food preparation for events, such as school breakfasts, bake sales, family meals, or community cooking initiatives
- engaging in work experience within their school or their wider community
- involving the broader community, such as guest chefs, local food producers or community kitchens, visits to professional kitchens, cafés, or food markets.

Providing real-world engagement opportunities offers insights into cooking and food preparation in real-world settings. This helps students apply their learning beyond the classroom and gain exposure to different food environments. Where appropriate, digital and assistive technology can be used to support learning and participation. Visual aids, adaptive kitchen tools, step-by-step instructional videos, task analysis, and communication devices can enhance accessibility and support all students to actively engage with and enjoy the learning activities.

# Module: Cookery

## Module descriptor

The Cookery module equips students with essential practical food skills, kitchen safety awareness and food preparation skills to nurture confidence and independence in meal preparation for everyday living.

### Students learn about    Students should be able to

#### Practical food skills

Students explore and engage with fundamental skills required in an everyday kitchen, including the importance of food hygiene. Students also engage with common cooking methods and techniques and follow appropriate steps to plan and prepare a meal.

- a. identify and safely use essential kitchen equipment, such as knives, chopping boards, blenders, measuring tools
- b. identify and safely use everyday kitchen (home) appliances
- c. recognise and follow safety procedures within a kitchen environment
- d. engage in measuring and weighing techniques for both dry and liquid ingredients
- e. apply proper hygiene practices within a kitchen environment
- f. identify 'use by' and 'best before' dates on food
- g. identify important symbols on food labels
- h. identify and interpret important information on food labels such as serving size, ingredients, allergies and nutritional values
- i. recognise and apply safe food storage techniques within a kitchen environment
- j. identify and follow guidelines for preventing cross-contamination in food preparation
- k. demonstrate different cooking methods
- l. demonstrate basic food preparation skills, such as chopping, grating or mixing
- m. demonstrate how to adjust cooking times and temperatures for different recipes
- n. identify how to adapt recipes such as considering gluten free, vegetarian, textures, lower fat

#### Food preparation

Students follow instructions and recipes to support efficient time and resource management while preparing simple meals

- o. create a budget based on ingredients identified for a selected recipe
- p. follow verbal, written and/or visual instructions in a food preparation setting
- q. follow step-by-step recipes to prepare a variety of meals
- r. recognise and apply common cooking terms (e.g., simmer, sauté, blend)
- s. measure and combine ingredients accurately
- t. present serve and share a meal
- u. follow a cooking timeline or schedule, ensuring all parts of a meal are ready at appropriate time
- v. demonstrate how to clean up after cooking
- w. organise waste in composting, recycling or general waste
- x. recognise roles and responsibilities within a shared kitchen space
- y. plan, attend and review a meal in a group setting
- z. demonstrate appropriate table etiquette in a group setting.



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