

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	
Practitioner Code	
Curriculum Area(s)	Health and Wellbeing
Level	First Level
Stage(s)	Primary 2
Specific subject (if applicable)	

Experiences and Outcomes:

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a

Learning Intentions:

LI:

We are learning to prepare simple healthy foods.

We are learning to prepare foods safely.

We are learning the rules of hygiene.

Success Criteria:

(After being told what we were going to be doing, children discussed what they thought the S.C. should be in pairs before feeding back to the class. They came up with some of the same as me, but not all. This is something that still needs practice as they are so young.)

I can...

Describe why it's important to wash our hands properly (when preparing food).

Explain to my partner how to wash their hands properly.

Sequence how to wash my hands correctly with soap and water.

Sort healthy and unhealthy foods.

Cut fruit into small pieces using a knife.

Use a knife safely.

Make a fruit salad using the ingredients I have prepared.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

The class have recently completed a big science topic on germs looking at how germs are spread, how to prevent them from spreading and the symptoms of some common diseases. Aspects of what they learned during that will link closely with this series of lessons.

Lesson 1:

- Starter - small group discussions on things we do with our hands – things that would make them dirty, things we need our hands for, nice and bad things we do with our hands, things you can do without hands, and reasons to wash our hands properly
- Video of how to wash our hands properly.
- Discuss with your partner how to wash hands properly
- Show some of these to the class
- Sequence hand washing sort cards (this shows challenge for a Primary 2 learner)

Lesson 2:

- Sort healthy / unhealthy foods into hoops
- Video on how to chop fruit.
- Teacher demonstration of how to use a knife safely.
- Cutting fruit into pieces (enjoyment can be seen in the photos of appendix 5)
- Making fruit salad

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say-

Script of group discussion about things we do with our hands (Appendix 1)

Script of how we wash our hands discussion – in front of class (Appendix 2)

Write-

Make-

Do-

Photographs of sequenced cards with annotations of comments (Appendix 3)

Photographs of sorting healthy and unhealthy foods (Appendix 4)

Photographs of chopping fruit and making fruit salad with annotations (Appendix 5)

Did the learner successfully attain the outcomes? YES/NO

Yes.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Verbal feedback was given by the teacher whilst children were compiling their mind maps of things we do with our hands. Children were also peer assessed by their partner when they had to describe the hand washing process. When saying this in front of the class the children got verbal feedback from both the teacher and their other classmates. Feedback for the sort cards was given verbally as a whole class – we discussed the order they thought the cards should go in and if they agreed or disagreed with what someone else said. Verbal comments were given by the teacher to confirm that the child was using the knife in a safe way, and cutting their fruit as they were instructed.

Next steps:

- Design a healthy snack using what we've learnt.
- Make a poster or leaflet about how to wash your hands correctly.

Pupil Voice:

What have you learned?

"I learned about the right way to wash my hands. I didn't know there were so many parts of your hand to wash! And I learned how to make fruit salad."

How did you learn?

"We watched videos, and sometimes the teacher showed us. Oh, and we talked with our partners or showed the class."

What skills have you developed?

"I got to practice my chopping skills with a knife and practiced how to wash my hands properly."

Learner Evidence

Appendix 1

For this activity children were split into groups of 8. Each group was given a large piece of sugar paper on which to mind map the answer to their question. Each group had a different question, these were:

1. 5 places or activities where you are likely to get your hands dirty
2. 5 actions or activities that you need your hands for
3. 5 good things you can do with your hands

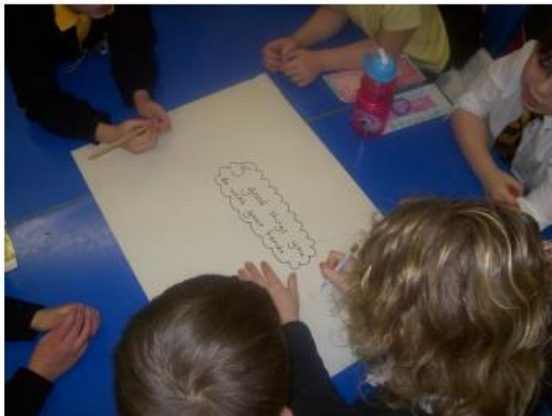
The children were given 5 minutes to write as many answers as they could. Then we gathered as a class to go over what they'd written and see if anyone else could add any more answers. After this we repeated the above process using 3 different questions:

4. 5 reasons to wash your hands properly
5. 5 actions or activities you can do without your hands
6. 5 bad things you can do with your hands

Again, the children had 5 minutes to write their answers before we put them on the board to see what they'd thought and add more.

Although this activity was done in groups of 8, for the purposes of this moderation the child being assessed against the success criteria is Child A. Child A was in the group answering questions 3 and then 5.

Question 3



Teacher – “What have you written down so far and why?”

Child A – “High five coz it’s nice to give people a high five”

Child B (interrupting) – “We put hugs too because that’s a nice thing to do! And I said high five as well.”

T – “So you all agree that giving someone a high five is a good thing?”

Child A – “Yes, we all wrote it. Look, Child B wrote it there too” (giggles)



T – “What other things have you written down?”

Child C – “Pat them on the back”

Child A – “Yeah pat them on the back, like to say well done if they’ve done something good.”

Child B – “Like if they did a good job in maths or something.”

Child A – “Helping people up, like if they fall over, you can help them get up again.”

Child D – “And then you can hold their hand while you take them to the office. That’s nice too.”

Child A – “Oh yeah, holding someone’s hand is nice too. What about a handshake?”

Child D – “Yeah like to be a good sport in gym.”

T – “Those are some lovely things you can do with your hands, well done!”

Question 5

Child C – “What does this one say again?”

Child A – “We need to write things we can do without our hands.”

Child C – “What, like running?”

Practitioner Moderation Template

Learner Evidence

Child A – “Yeah, running is good, let me write it down. Can anyone think of anymore?”



Child B – “Sitting down?”

Child A – “Yeah coz look (demonstrates) we don’t need our hands to sit down. We don’t need our hands to look. And we don’t need our hands to sleep. Let me write all those down.”

Child D – “What about walking?”

Child B – “Yeah that’s a good one!”

Child A – “Or playing football? We don’t use hands for that, you can’t even use your hands or it’s cheating!”

Child C – “We don’t need hands to talk? Look at me just now (giggles)”

Child E – “Crawling?”

Child A – “I think you need hands for that. Hang on, (gets up to show Child E) yeah look I need my hands to crawl.”

Child E – “Oh yeah, you’re right.”

Child A – “What about blinking? You don’t need hands for that!”

Child E – “Yeah that’s better, put that one.”

Other

When feeding back to the class about reasons why we wash our hands, Child A contributed the answer “to stop spreading germs”

Appendix 2

For this activity children worked with their shoulder partner. After watching a video about how to wash your hands properly, they had to tell their partner the correct order of washing your hands. I then used the lollipop sticks to choose some pairs to demonstrate in front of the whole class.



Child A discussing with their partner the correct way to wash their hands.



T – “Okay Child A please tell us how to wash our hands properly.”

Child A – “First you have to wet your hands. So you turn on the tap and rinse them for a little minute. And then after wetting your hands you, um, sqoosh some soap, and then rub your hands together, and then...”

T – “Which bit of your hand comes first?”

Child A – “Your palm, and then the outside of your hands, um... then your fingers, like between them, then you have to do your knuckles, your thumbs and then the ends of your fingers, I mean the fingertips, and the nail bits. After that you rinse all the soap off with warm water. And then get a paper towel, turn the tap off with the same paper towel, and then open the door with the same paper towel and put it in the bin. Then you walk away.”

T – “Fantastic, you’ve been able to tell us all how to wash our hands properly.”

Appendix 3

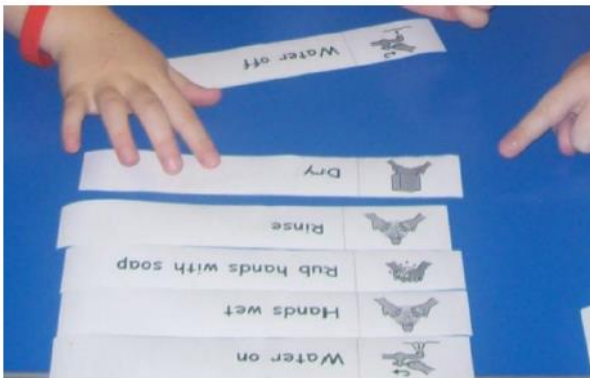
For this activity each pair of children was given a card sort. They had to sequence the 6 actions in the order of which we do them when washing our hands properly. Although this activity was done in pairs, for the purposes of this moderation Child A is the one being assessed against the success criteria.

Here are the cards they were given to order:

	Washing hands
	Water on
	Hands wet
	Rub hands with soap
	Rinse
	Water off
	Dry



Child A putting the cards into order with their partner



T – “Do you want to tell me why you’ve put them in that order?”

Child A – “Well you need to put the water on before you can do anything else.”

Child B – “Yeah haha, you can’t wash your hands with no water!”

Child A – “And then you need to get your hands wet, you should rinse them for a bit in the water before you put the soap on. Then you put the soap on so that one is next. There are lots of parts you need to rub like your palms, and backs of your hands, and knuckles. Then you rinse the soap all off.”

Child B – “We knew those ones, but then we got a little bit stuck.”

T – “Why were you stuck?”

Child A – “Coz we don’t know which one is next and which one is last. You could turn the tap off and then dry your hands with the paper towel. But you could dry your hands with a paper towel and then use the same paper towel to turn off the tap, like the boy in the video did. So we don’t know which one it is.”

T – “What an interesting point, let’s ask the rest of the class and see what some other people think.”

Appendix 4

For this activity children had to sort photos of healthy and unhealthy food into hoops. If the food was healthy they had to put the picture into the green hoop and if it was unhealthy, into the red hoop. Below are photographs of the activity as well as some annotations with some of the children's comments. Three children took part in this activity, but for the purposes of this moderation, Child A is the student being assessed against the success criteria.



T – “I’m going to give you some cards. Anything that you think is healthy food you need to put into the green hula-hoop. Anything that you think is unhealthy food you need to put into the red hula-hoop. You need to work together to do this.

Child A – “That’s healthy and so is that (pointing at fruit salad and then cauliflower). But that’s not (points to chocolate bar).



The children were very confident with their decisions until they got to a picture of a packet of crisps.

Child B – “Not healthy food.”

Child A – “Well kinda.”

Child B – “Nooooooo, that’s not healthy food.”

Child A – “That’s got potatoes in it though, which is vegetables.”

Child B – “Yeah but it has lots of salt!”

Child A – “Oh yeah, and lots of fat. Unhealthy!”



Child B – “That’s like the fries from MacDonald’s. Those are definitely bad for you, my mummy says so.”

Child A – “Well they have potatoes in them.”

Child C – “But that’s not healthy.

Child B – “The fat isn’t good for you.”



Child A – “Kiwi yes. Orange yep. Brownies no. Pineapple is healthy. Awww I see a Big Mac, that’s not good for you, but I’d like to eat one right now, I’m hungry!”

Child B – “I’m getting hungry too from looking at that cake.”



Child A – “Hot dog, not healthy. Cupcake, not healthy. Strawberries, healthy. Grapes, healthy. Fish and chips, not healthy.

Appendix 5

After watching a video on how to make fruit salad, and seeing the teacher demonstrate how to use a knife safely, children were each given a chopping board and a knife. We have 5 groups of tables in our classroom, and each group was given a different type of fruit to cut up. Every 3 minutes we rotated tables, to give everyone a chance to cut all types of fruit.



Child A – “I can’t chop it up until I peel it! I can’t open it – someone help me.”

Child B – “I’ll help you. We don’t want a squishy banana – that won’t taste nice!”



T – “Can you remember how we cut the banana?”

Child A – “Yes, into little slices then cut those into smaller bits.”

T – “How many parts?”

Child A – “Four parts”

T – “Yes, so into quarters, well done.”



Child A – “The banana is really squishy! It’s quite hard to cut the squishy bits.”

T – “How are you holding the knife?”

Child A – “With the sharp bit down and have my other hand away so I don’t cut myself.”

Child B – “Yeah he’s right, it’s like this”(demonstrates)

T – “Well done, that’s fantastic! Keep going like that.”

Practitioner Moderation Template

Learner Evidence



T – “Can you remember how you’re going to chop the strawberry?”

Child A – “Yes, cut the green bit off the top and put that in the bin, then cut the rest into small bits. Four bits. Or more if it’s a big huge strawberry!”

T – “What a great memory! That’s exactly how the video said to do it!”



Child A – “It’s easy to cut this!”

T – “Do you think it’s easier or harder to cut than the banana?”

Child A – “Easier. They’re really squishy and the knife is harder.”



T – “How do we need to cut up the orange?”

Child B – “You have to cut it into little bits again.”

Child A – “But you have to peel it first, and then split up the little bits, and then cut those into smaller bits.”



Child A – “This orange is really hard to peel. I don’t have nails to use. And it’s stiff. I can’t do this.”

T – “Have a try and let’s see how you get on.”

Child A – “Oh look I’ve done it – yes! But now my fingers are all orangey.”

Child B – “Yeah it’s really sticky.”

Child A – “The juice is running everywhere! Coz it was inside and now I’m cutting it so it’s coming out”



Child A – “We need to chop these small too.”

T – “Do you know why?”

Child A – “So they’re easier to chew.”

T – “Well done, you were obviously listening very carefully to the video. It’s so we don’t choke on it.”



Child B – “What do you think has been the easiest one to cut so far?”

Child A – “I think strawberries. Grapes are hard coz they keep moving while you try to cut them.”

Child C – “I think the banana was easy coz it was all squishy.”



Child A – “Cutting the apple with that machine is so cool!”

Child B – “I know I’ve seen it, isn’t it great?! The bits look like little tacos.”

T – “These kinds of shapes are called wedges. That’s what we use this for, to cut the apple into wedges.”



T – “What do you think of cutting the apple?”

Child A – “It’s really easy, look.”

Child B – “I don’t think so. I think it’s hard coz the apple is quite hard.”

Child A – “It’s harder than the bananas though coz they’re so soft. And the strawberries” Are these pieces small enough?”



T – “After all that chopping which do you think was the easiest one to cut?”

Child A + B (in unison) – “Banana!”

T – “So you agree with each other, banana was the easiest?”

Child C – “I think the strawberries though, coz they’re really soft.”



T – “Before you eat your fruit salad, do you think you’ll enjoy it?”

Child B – “No because I don’t like some of the fruits.”

Child A – “I think I’m going to love it because it’s just a whole bundle of fruit and I love fruit!”

Child C – “I think I’ll like it too – fruit is yummy!”



T – “What do you like most about it?”

Child A – “The banana makes it better, that’s my favourite part!”

Child B – “No, I think the strawberries make it better.”

Child A – “I think the strawberries are sour.”

Child C – “Mine aren’t.”

Child B – “Yes they are!”

Child A – “Well mine are all sour.”