

# Taste and See 2010



# Taste and See

## Summary

CCEA work with post-primary schools (secondary, grammar and special), and area based colleges throughout Northern Ireland to offer **Taste and See** days or 'sampler days' for Year 9 pupils at the local colleges. CCEA coordinate with schools and colleges, planning and overseeing the events in May and June of the summer term. The aim of the events is to expose pupils to opportunities for life and work in an age appropriate environment. The feedback from the evaluations is very positive from the pupil, teacher, school and college viewpoint.

## Links with the Northern Ireland Curriculum

CCEA Taste and See is closely mapped to the Northern Ireland Curriculum at Key Stage 3 through Learning for Life and Work (LLW) (see Appendix 1) and the Thinking Skills and Personal Capabilities (referred to in legislation as 'Other Skills'). (See Appendix 2)

This area of curriculum is aimed at better preparing pupils for working and adult life.

## Rationale

The initial thinking behind **CCEA Taste and See** was to give school pupils a sample of various sectors of work and focused mainly on the Education for Employability strand of LLW. It soon became evident that **Taste and See** supports all areas of LLW - Personal Development (enhancing self-awareness, developing skills and strategies to improve own learning); Local & Global Citizenship (diversity and inclusion); Home Economics (exploring independent living), in addition to Education for Employability. The aim of **Taste and See** is not to try to get pupils to make a career or vocational choice at Year 9 but rather to expose our young people to the sectors and opportunities that exist, to open their minds and allow them to enjoy a multi-sensory experience of a variety of sectors in an age appropriate environment. The local area based colleges are the ideal venues for such experiences, providing safe and multi-disciplinary environments that very closely simulate the world of work.

It is appropriate that the **Taste and See** endeavour is aimed at Year 9 pupils who are mature enough to engage safely in 'hands-on' experiences, yet young enough to have no predisposed ideas as to what they might 'like' or 'not like' and have not yet written off areas or options as opportunities for life. By May/June most Year 10 pupils will have already made their subject choices for Year 11 and it is, therefore, not appropriate to work with this year group.

## Colleges and schools involved in CCEA Taste and See 2010

In May and June 2010, 76 schools and 3,369 Year 9 pupils were involved in Taste and See events. (See Appendix 3)

Four of the area based colleges were involved.

1. Belfast Metropolitan College
2. North West College
3. South West Regional College
4. Southern Regional College

Northern Regional College and South Eastern Regional College were unable to be involved in 2010 due to construction works at key campuses.

## Typical Taster Sessions

**Taste and See** sessions were offered in:

- Beauty Therapy
- Brickwork
- Built Environment
- Catering
- Ceramics
- Child Care
- CAD/CAM
- Car body repairs
- Car Valeting
- Computing
- Digital Technology
- Engineering



- Fashion Design
- Forensic Science
- Hairdressing
- Horticulture
- Interior Design
- Joinery
- Journalism
- Media Studies
- Motor Vehicle Studies
- Painting
- Photo Shop
- Plastering
- Plumbing
- Retailing
- Salon treatments
- Sports Studies
- Textiles
- Tiling



## CCEA Representatives

CCEA representatives who organised, coordinated and attended the **Taste and See** events, ensured that schools and colleges were provided with appropriate information to allow the events to run smoothly and efficiently and for the pupils to enjoy the **Taste and See** experience.

Information was given to colleges regarding the schools interested in participating, possible suitable dates, preferred options and typical activities for lecturers to use with the Year 9 pupils.

Information was given to schools regarding the events and how they relate to the curriculum, subject choices, health and safety and practicalities regarding clothing, catering and supervising.

The feedback from the pupils was very positive and was obtained through completed pupil questionnaires.

(See Appendix 4 – Pupil quotes).

## Appendix 1

Learning for Life and Work (LLW) is a statutory requirement in the Northern Ireland Curriculum. It comprises of four strands:

- Personal Development;
- Home Economics;
- Local and Global Citizenship; and
- Education for Employability.

The tables below provide the minimum content for Learning for Life and Work at Key Stage 3:

## Personal Development

The statutory requirements are set out in bold under the Key Concepts and Learning Outcomes. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

<p><b>Self-awareness</b></p> <p>Exploring Self-Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.</p>	<p><b>Personal Health</b></p> <p>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</p>	<p><b>Relationships</b></p> <p>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</p>
<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore and express a sense of self</b>, for example <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</i></p> <p><b>Explore personal morals, values and beliefs</b>, for example <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i></p> <p><b>Investigate the influences on a young person</b>, for example <i>peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc.</i></p> <p><b>Explore the different ways to develop self-esteem</b>, for example <i>enhanced self-awareness, sense of security and self-worth; setting achievable targets; developing resilience, new interests and skills; learning to recognise achievement, etc.</i></p> <p><b>Develop skills and strategies to improve own learning</b>, for example <i>self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore the concept of Health as the development of a whole person</b>, for example <i>defining what makes up a whole person, physical, mental, social, moral, cognitive development etc.</i></p> <p><b>Investigate the influences on physical and emotional /mental personal health of</b>, for example <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance, etc.</i></p> <p><b>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour</b>, for example <i>puberty, body image, mood swings, etc.</i></p> <p><b>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse</b>, for example <i>effects on behaviour, physical and mental health, life and work changes, etc.</i></p> <p><b>Develop preventative strategies in relation to accidents in the home, school and on the road</b>, for example <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns, fire and emergency first aid, etc.</i></p> <p><b>Develop strategies to promote personal safety</b>, for example <i>responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore the qualities of relationships including friendship</b>, for example <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p><b>Explore the qualities of a loving, respectful relationship</b>, for example <i>how choices within a relationship affect both physical and emotional development, friendships, etc.</i></p> <p><b>Develop coping strategies to deal with challenging relationship scenarios</b>, for example <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.</i></p> <p><b>Develop strategies to avoid and resolve conflict</b>, for example <i>active listening, assertiveness, negotiation, mediation, etc.</i></p> <p><b>Explore the implications of sexual maturation</b>, for example <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.</i></p> <p><b>Explore the emotional, social and moral implications of early sexual activity</b>, for example <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.</p> <p><b>Young people should be able to:</b></p>	<ul style="list-style-type: none"> <li>• develop an awareness of emergency first aid procedures;</li> <li>• research and manage information effectively to investigate PD issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	

**NB Teachers may develop activities that combine many of the statutory requirements provided that, across the Key Stage, all of the statutory aspects highlighted in BOLD (including each of the Key Concepts) are met.**

## Home Economics

The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

<p><b>Healthy Eating</b></p> <p>Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</p>	<p><b>Home and Family Life</b></p> <p>Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.</p>	<p><b>Independent Living</b></p> <p>Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.</p>
<p><b>Pupils should have opportunities to:</b></p> <p>Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals, for example <i>creative use of ingredients, cooking for different cultures and occasions, etc.</i></p> <p>Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes, for example <i>selecting the equipment appropriate to the task, making use of labour saving appliances and new technology in the kitchen, etc.</i></p> <p>Investigate the impact of storage, preparation and cooking on food, for example <i>nutritional value, prevention of food poisoning and spoilage, etc.</i></p> <p>Explore ways to achieve a healthy diet, for example <i>an understanding of the current dietary recommendations and how they can be applied to food choice and preparation and diet related disorders as a consequence of poor food choice.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p>Explore the roles and responsibilities of individuals within a variety of home and family structures, for example <i>sharing roles within the family, role reversal, etc.</i></p> <p>Develop awareness of parenting skills, for example <i>how parents/carers can nurture physical, intellectual, emotional, social and moral development, etc.</i></p> <p>Investigate some of the changing needs of family members at different stages of the life cycle, for example <i>physical (including nutritional), intellectual, emotional and social needs, etc.</i></p> <p>Explore strategies to manage family scenarios, for example <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p>Develop a range of skills to promote independence through planning, managing and using resources, for example <i>task and time management, cooking for and managing self, managing money, etc.</i></p> <p>Investigate a range of factors that influence consumer choices and decisions, for example <i>media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse/planned purchases, etc.</i></p> <p>Investigate consumer rights, responsibilities and support available in a range of scenarios, for example <i>making use of relevant legislation and consumer organisations, complaining effectively, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.</p> <p>Young people should be able to:</p>	<p>demonstrate skills in the safe, hygienic, healthy and creative use of food;</p> <p>research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate;</p> <p>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>demonstrate creativity and initiative when developing ideas and following them through;</p> <p>work effectively with others;</p> <p>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</p> <p>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>	<p>demonstrate skills in the safe, hygienic, healthy and creative use of food;</p> <p>research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate;</p> <p>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>demonstrate creativity and initiative when developing ideas and following them through;</p> <p>work effectively with others;</p> <p>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</p> <p>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>

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## Local and Global Citizenship

The statutory requirements are set out in **bold** under the **Key Concepts and Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. Investigations may combine different concepts and should span local, national, European and global contexts. The illustrations offered aim to relate this strand to Life and Work contexts.

<p><b>Diversity and Inclusion</b></p> <p>Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities that diversity and inclusion present in local, national, European and global contexts.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Investigate factors including religious and political that influence individual and group identity, for example <i>age, gender, youth culture, ethnicity, community background, multiple identity, changing identities, etc.</i></p> <p>Investigate ways in which individuals and groups express their identity, for example dress code, language, musical and sporting traditions, religious and political opinion, beliefs, etc.</p> <p>Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community. Investigate ways of managing conflict and promoting community relations, reconciliation.</p>	<p><b>Human Rights and Social Responsibility</b></p> <p>Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.</p> <p>Investigate key human rights principles as outlined in, for example <i>The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.</i></p> <p>Investigate why different rights must be limited or balanced in our society, for example <i>individual rights v group rights, freedom of expression, movement, mode of protest, etc.</i></p> <p>Investigate local and global scenarios where human rights have been seriously infringed, for example <i>child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged, etc.</i></p>	<p><b>Equality and Social Justice</b></p> <p>Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity, for example <i>groups named in Section 75, The Northern Ireland Act 1998.</i></p> <p>Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts, for example <i>absolute and relative poverty, homelessness, the experience of refugees and asylum seekers, etc.</i></p> <p>Explore the work of inter-governmental, governmental and non-governmental organisations (NGOs) which aim to promote equality and social justice, for example the work of the United Nations, the Equality Commission for N. Ireland, local and global development agencies, etc.</p>	<p><b>Democracy and Active Participation</b></p> <p>Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Investigate the basic characteristics of democracy, for example <i>participation, the rule of law, promotion of equality and human rights, etc.</i></p> <p>Investigate various ways to participate in school and society, for example <i>school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP, etc.</i></p> <p>Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example <i>school rules, classroom charter, age related law, the young person in the criminal justice system, etc.</i></p> <p>Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, for example <i>how to improve local youth services; enhance an existing play area; design a community garden, drop in centre or multi-cultural mural/event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.</p> <p><b>Young people should be able to:</b></p>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>

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## Education for Employability

The statutory requirements are set out in bold under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

<p><b>Work in the Local and Global Economy</b></p> <p>Exploring Work in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.</p>	<p><b>Career Management</b></p> <p>Exploring Career Management provides opportunities for young people to investigate the changing concept of career, which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self-marketing and effective personal career planning.</p>	<p><b>Enterprise and Entrepreneurship</b></p> <p>Exploring Enterprise and Entrepreneurship provides opportunities for young people to investigate the need for creativity and enterprise, whether as an employer or employee, and to identify and practise some of the skills and develop the attributes associated with being enterprising.</p>
<p><b>Pupils should have opportunities to:</b></p> <p>Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning, for example finding out about the main occupational sectors in Northern Ireland and how these change over time.</p> <p>Investigate the local impact of the global market, for example explore the reasons for and benefits of workers who have come from other European states and beyond.</p> <p>Investigate how technology is affecting life and work, for example examine some of the pros and cons of technology in the workplace and how this can affect work/life balance.</p> <p>Investigate how an employer might deal with issues affecting work, for example examine why is health and safety so important in work.</p> <p>Investigate how environmental considerations are affecting work and work practices, for example consider what the consequences to the economy are if organisations do not support environmental priorities.</p> <p>Investigate how work organisations contribute to the community, for example examine the impact that positive contributions have on a community.</p>	<p><b>Pupils should have opportunities to:</b></p> <p>Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement, for example consider the impact that subject choices and personal interests have on future career options.</p> <p>Explore the changing concept of career, for example find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.</p> <p>Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values, for example consider some of the reasons why people work and the importance of fulfilling work.</p> <p>Practise presentational and self-marketing skills, for example find out about the qualities employers look for in potential employees.</p> <p>Investigate a variety of both familiar and unfamiliar jobs, for example explore career opportunities within various employment sectors.</p> <p>Access guidance (on career management), for example explore different pathways to a range of careers.</p>	<p><b>Pupils should have opportunities to:</b></p> <p>Identify and practise the skills and attributes which make one enterprising, for example find out how various people are enterprising in their work.</p> <p>Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning, for example research familiar people who have had good ideas and develop strategies for generating and building upon ideas.</p> <p>Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business, for example find out about some of the factors that have encouraged entrepreneurs to realise their ideas.</p> <p>Explore the range of small businesses in the life of the community and consider possible implications for career planning, for example examine the importance of small businesses in an economy.</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.</p> <p><b>Pupils should be able to:</b></p>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate enterprise, creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate enterprise, creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>

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## Appendix 2

Thinking Skills and Personal Capabilities:

- (a) Thinking, Problem Solving and Decision Making
- (b) Self Management
- (c) Working With Others
- (d) Managing Information
- (e) Being Creative

The Education (Other Skills) Order (Northern Ireland) 2007

## Appendix 3

### Belfast Metropolitan College

Venue	School
Millfield Campus	<ul style="list-style-type: none"> <li>Belfast Royal Academy,</li> <li>Royal Belfast Academical Institution</li> <li>St Joseph's College</li> <li>St Malachy's College</li> </ul>
Castlereagh Campus	<ul style="list-style-type: none"> <li>Ashfield Boys' High School</li> <li>Grosvenor Grammar School</li> <li>Our Lady &amp; St Patrick's College Knock</li> <li>Wellington College</li> </ul>

### North West Regional College NWRC

Venue	School
Strabane	<ul style="list-style-type: none"> <li>Holy Cross College</li> <li>Knockavoe School &amp; Resource Centre</li> <li>Strabane High School</li> </ul>
Derry (Springtown, Strand Town, Northside, Christ Church)	<ul style="list-style-type: none"> <li>Belmont House</li> <li>Foyle View School</li> <li>Lisneal College</li> <li>Lumen Christi College</li> <li>Oakgrove Integrated College</li> <li>St Brigid's College, Derry</li> <li>St Cecilia's College, Derry</li> <li>St Columb's College, Derry</li> <li>St Joseph's Boys' School, Derry</li> <li>St Patrick's &amp; St Brigid's College, Derry</li> <li>St Peter's High School, Derry</li> <li>Thornhill College</li> </ul>
Limavady (Greystone, Main Campus)	<ul style="list-style-type: none"> <li>Limavady Grammar School</li> <li>Limavady High School</li> <li>Rossmar School</li> <li>St Mary's High School, Limavady</li> <li>St Patrick's College, Dungiven</li> <li>St Paul's College, Kiltrea</li> </ul>

### South West Regional College

Venue	School
Dungannon Main Campus	<ul style="list-style-type: none"> <li>• Aughnacloy College</li> <li>• Cookstown High School</li> <li>• Drumglass High School</li> <li>• Holy Trinity College, Cookstown</li> <li>• Integrated College Dungannon</li> <li>• St Joseph's College, Dungannon</li> <li>• St Patrick's College, Dungannon</li> </ul>
Omagh Main Campus	<ul style="list-style-type: none"> <li>• Arvalee School &amp; Resource Centre</li> <li>• Dean Maguirc College</li> <li>• Drumragh Integrated College</li> <li>• Fivemiletown College</li> <li>• Loreto Grammar School</li> <li>• Omagh High School</li> <li>• Sacred Heart College</li> <li>• St Ciaran's College, Ballygawley</li> <li>• St John's Business &amp; Enterprise College, Dromore</li> </ul>
Enniskillen Fermanagh College, Skills Centre	<ul style="list-style-type: none"> <li>• Collegiate Grammar School</li> <li>• Devenish College</li> <li>• Erne Integrated College</li> <li>• Erne School</li> <li>• Lisnaskea High School</li> <li>• Portoro Royal School</li> <li>• St Aidan's High School</li> <li>• St Comhghall's College, Lisnaskea</li> <li>• St Eugene's College, Roslea</li> <li>• St Fanchea's College, Enniskillen</li> <li>• St Joseph's College, Enniskillen</li> <li>• St Mary's College, Irvinestown</li> <li>• St Mary's High School, Brollagh</li> <li>• St Michael's College, Enniskillen</li> </ul>

### Southern Regional College

Venue	School
Newry & Greenbank East and West Campuses, Greenbank Campus	<ul style="list-style-type: none"> <li>• Newbridge Integrated College</li> <li>• Newry High School</li> <li>• St Joseph's Boys' High School, Newry</li> <li>• St Joseph's High School, Crossmaglen</li> <li>• St Mark's High School, Warrenpoint</li> <li>• St Mary's High School, Newry</li> <li>• St Paul's High School, Bessbrook</li> </ul>
Craigavon Portadown and Lurgan Campuses	<ul style="list-style-type: none"> <li>• Dromore High School</li> <li>• Drumcree College</li> <li>• Lismore Comprehensive School</li> <li>• St Mary's High School, Lurgan</li> </ul>
Armagh Lisanally Campus, Lonsdale Campus, Station Road Campus	<ul style="list-style-type: none"> <li>• City of Armagh High School</li> <li>• Lisanally Special school</li> <li>• Markethill High School</li> <li>• St Brigid's High School, Armagh</li> <li>• St Catherine's College, Armagh</li> <li>• St Patrick's High School, Keady</li> </ul>

## Appendix 4

### Typical Pupil Quotes from CCEA Taste and See Events

*"I liked plumbing the best because you got to work with copper pipes and the machines were deadly. I really enjoyed today very much."*  
Omagh High School

*"I liked the way we got involved a lot. I especially liked the beauty as we got to experiment on our friends."*  
Fivemiletown College

*"I enjoyed everything! I thank all the staff for the opportunity!"*  
Loreto Grammar School

*"I enjoyed the way you could take part."*  
St Ciaran's College

*"The first workshop sparked an interest in working with cars. I enjoyed listening to the men and taking part in fixing parts of cars."*  
Sacred Heart College

*"Loved today!"*  
Arvalee School and Resource Centre

*"I liked it because it was fun and we learned a lot about putting foods together."*  
St John's Business and Enterprise College

*"I liked using the machines and I would like to see more."*  
Drumragh College

*"I love putting down bricks and I was brilliant making my frame."*  
St Paul's High School, Bessbrook

*"The brickwork was harder than it looked."*  
R.B.A.I.

*"It was a very fun day and got me thinking about my future."*  
Ashfield Boys' High School

*"It was an enjoyable day and good to see what opportunities you have ahead of you."*  
Grosvenor Grammar School

*"It was very interesting and fun to take part in. It broadened my ideas of what career to pursue. 'Forensic Science' was my favourite."*  
Our Lady and St Patrick's College

*"The 'Beauty' was fun and the 'Sport' was unreal. Today was great."*  
Newry High School

*"It was really fun and I wish it lasted longer. It was great and a really enjoyable trip."*

St Mary's High School, Limavady

*"I wish we had more time. The Hairdressing should have been longer as I really enjoyed it!"*

St Mary's High School, Lurgan

*"I enjoyed it because we made a guitar CD rack."*

St Joseph's College, Dungannon

*"I liked wiring the electrics."*

Portora Royal School

*"Engineering was good."*

Lumen Christi College

*"I learned how to make a new meal..."*

Limavady Grammar School

*"I liked the way it was all practical sessions and you could get stuck in!"*

St Patrick's High School, Keady

*"A very tiring but enjoyable day!"*

Newry High School

*"It was very enjoyable as we got to make things with clay and I had great fun."*

Dromore High School

*"Our visit to Springtown was good, especially as we got to take wheels off a car."*

St Peter's High School

*"I enjoyed making a mask in 'Ceramics'."*

Foyleview School

*"It was good working as a team with my friends."*

Limavady Grammar School

*"I was interested in cooking before I went and now I am even more. It was exciting to watch a professional chef cook me food and he has cooked for many celebrities."*

Thornhill College

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