

# Home Economics

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Guidelines for Teachers of Students with

**MILD**

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General Learning Disabilities

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# Introduction

**These guidelines are designed to support the Home Economics teacher in the context of a whole school plan for students with special educational needs.**

These guidelines are intended to support the teacher of students with mild general learning disabilities who are accessing the Junior Certificate programme in Home Economics.

Similar materials have been prepared for teachers working with students accessing the Primary School Curriculum. Continuity and progression are important features of the educational experience of all students, but are particularly important in the case of students with special educational needs. Therefore, all the exemplars presented here include a reference to opportunities for prior learning in the *Primary School Curriculum*.

In *Approaches and methodologies* individual differences are emphasised and potential areas of difficulty and their implications for learning are outlined, and linked with suggestions for teaching strategies.

The exemplars have been prepared to show how students with mild general learning disabilities can access the Junior Certificate syllabus for Home Economics through differentiated approaches and methodologies. It is hoped that these exemplars will enable teachers to provide further access to the remaining areas of the Home Economics curriculum. A strong emphasis is placed on using an active approach to learning and providing concrete experiences which relate to the students' environment and prior learning. A range of assessment strategies is identified in order to ensure that students can receive meaningful feedback and experience success in learning.

# Approaches and methodologies

## Individual differences in learning strengths and needs.

Consultation with and/or involvement in the Individual Education Planning process as well as teacher observation will assist the Home Economics teacher in organising an appropriate learning programme for students with mild general learning disabilities. Such an approach will entail suitably differentiated approaches and methodologies.

## Teaching strategies

When designing, planning and structuring a programme, it is important that the teacher is aware of both strengths and potential areas of difficulty that students with mild general learning disabilities may have. The following tables suggest some strategies to meet some areas of potential difficulty. It is important to remember that not all students with mild general learning disabilities face all of these challenges. Neither is it an exhaustive list. These are strategies which help overcome some commonly found areas of potential difficulty.

## Addressing potential areas of difficulty for students with mild general learning disabilities

| ▲ Potential area of difficulty  | = Implications for learning   |
|---|---|
| Reading   | <ul style="list-style-type: none"> <li>• Reading difficulties can prevent the student from engaging with Home Economics.</li> <li>• Often she/he is capable of completing the task but becomes frustrated and confused by printed words.</li> <li>• He/she may have difficulty reading measuring jugs and weighing scales.</li> </ul> |
| + Possible strategies   |   |
| <ul style="list-style-type: none"> <li>■ Provide alternative forms of information using visual presentation of material.</li> <li>■ Source recipes that show the method in a picture sequence.</li> <li>■ Ask the student to pick out the parts of the text he/she can read and to highlight relevant information. Number key points, use a favorite pen, and underline using colors. Use the Junior Certificate School Programme key word poster to highlight the important words in a topic.</li> <li>■ Avoid presenting the student with pages from a textbook by giving modified worksheets (with diagrams) or verbally delivered instructions/</li> <li>■ When photocopying, enlarge the text, scan color pictures, and enlarge diagrams or sketches so that they are easier to read.</li> <li>■ Choose measuring jugs and weighing scales that are easy to use and easy to read. Use the metric system and do not introduce the imperial system. For some students it might be worth considering using the American cup system. Teach students how to read a weighing scales and a measuring jug, and to distinguish between measuring solids and liquids.</li> </ul> |   |

| ▲ Potential area of difficulty  | = Implications for learning   |
|---|---|
| Vocabulary/language   | <ul style="list-style-type: none"> <li>• The student cannot follow complex sentences or multiple meanings and may process only part of an instruction.</li> <li>• The student finds it difficult to verbalise what she/he is doing in the subject or to relate the vocabulary of Home Economics to real life situations.</li> <li>• Students find it difficult to evaluate their own work.</li> </ul> |
| <b>+ Possible strategies</b>  |   |
| <ul style="list-style-type: none"> <li>■ Identify the language specific to this subject area, ensuring that it is reinforced in different settings and in other areas of experience, both in and out of school.</li> <li>■ Encourage the student to use relevant terms when appropriate, for example naming equipment or actions.</li> <li>■ Communicate clearly to both students and parents the language that is being covered each week (for example, using a note in the student' copy of Keywords of the week, building up a dictionary of Home Economics terms).</li> <li>■ Ensure that new words are repeated and pronounced out loud.</li> <li>■ At the start of the academic year each child should be asked to draw a picture indicating some vocabulary relating to Home Economics, for example a sketch of saucepans for the saucepan cupboard. This should be laminated and stuck on the appropriate cupboard. This will ensure the students take note of the new vocabulary and have a greater personal understanding of the location of equipment and the meaning of words.</li> <li>■ When evaluating work emphasise that you are looking for describing words. Ask the students to imagine they are describing their work to a friend on the telephone or to somebody with a visual impairment.</li> </ul> |   |

| ▲ Potential area of difficulty  | = Implications for learning   |
|---|---|
| Motor difficulty (poor manual dexterity)  | The students can be clumsy and accidents may happen very easily and very quickly. |
| <b>+ Possible strategies</b>  |   |
| <ul style="list-style-type: none"> <li>■ Choose equipment very carefully, paying particular attention to ease of use, ease of cleaning, and whether or not the item is safe to use. Graters, vegetable peelers, can openers, grills, kettles, and irons are items that students may find difficult to manipulate. Choose the safest option for each. Choose light weight bowls.</li> <li>■ Ensure students put a damp cloth under plastic chopping boards or bowls to prevent them from slipping.</li> <li>■ Spend time ensuring that students know how to use the equipment correctly.</li> <li>■ Choose aprons that are secured with Velcro rather than traditional tying methods.</li> </ul> |   |

| ▲ Potential area of difficulty   | = Implications for learning  |
|--|--|
| Being overwhelmed when entering the kitchen  | <ul style="list-style-type: none"> <li>• Students do not know what to do and waste valuable lesson time looking around.</li> <li>• Students may not be able to find the equipment.</li> <li>• Some students may have behavioral problems.</li> </ul> |
| + Possible strategies  |  |
| <ul style="list-style-type: none"> <li>■ Have a set sequence or order for the beginning of each lesson. If it is a theory lesson instruct the students to sit down and take out their books. If it is a practical lesson ask each student to wash his/her hands and put on an apron. This should become a habit after a couple of weeks. It is essential to have the same lesson sequence every week so that the students know all the stages involved in a practical lesson from putting on an apron to washing up and putting equipment away.</li> <li>■ Allow students to work at the same work unit for a term and then to move to another unit. This will ensure that students become familiar with their own work area, and in time they will learn about other equipment and cookers when they move to a different unit.</li> <li>■ Keep disruptive students very busy. Ensure that the work load is distributed to prevent any idleness. For example, if making spaghetti bolognese get the disruptive students to make the sauce and the weaker students to cook the spaghetti. This needs to be done in a very subtle way. It is also important to ensure that all students get practice at each stage of the recipe so have other tasks lined up for disruptive students. Be careful not to make it look as if the disruptive students are getting preferential treatment.</li> <li>■ Write on the board the time when the dish needs to be in the oven, cooking on the hob, etc. Refer to this throughout the lesson to encourage the students to stay focused on the task.</li> </ul> |  |

| ▲ Potential area of difficulty   | = Implications for learning  |
|--|--|
| Poor visualisation skills, difficulty with the concept of delayed gratification  | <ul style="list-style-type: none"> <li>• Students cannot visualise what will be prepared during the lesson.</li> <li>• Students get disheartened and despondent with the slow progress of textile or craft and design work.</li> </ul> |
| + Possible strategies  |  |
| <ul style="list-style-type: none"> <li>■ In the introduction to a lesson explain clearly what will be made.</li> <li>■ Show a picture or photo of the finished dish.</li> <li>■ Guide students in their choice of item for a Junior Certificate project to ensure it will not take longer than the prescribed 15% of class-work time.</li> <li>■ Have samples of work already completed by students in previous years.</li> <li>■ Encourage students to keep a diary of work so that they can see that their work for the week is a valuable step along the way to the finished item.</li> </ul> |  |

| ▲ Potential area of difficulty   | = Implications for learning  |
|--|--|
| Skills being taught may conflict with home practices.  | <ul style="list-style-type: none"> <li>• Students do not have resources at home to practice the skills they learn in school.</li> <li>• Students come from homes where there is no emphasis on healthy eating or hygiene.</li> </ul> |
| + Possible strategies  |  |
| <ul style="list-style-type: none"> <li>■ When using equipment ensure that students know its name and its use. Ask what they could use instead if they did not have this equipment at home. For example, when using a hand blender to make queen cakes, ask what simpler equipment could be used instead (a mixing bowl and wooden spoon). By asking the students to imagine what they would do when they leave home challenge them (regardless of present circumstances) to imagine what simpler equipment would do. Ask students where they would buy utensils and appliances locally. Highlight the availability of various sources, for example supermarkets, hardware stores, Oxfam shops, sales of work, and car boot sales. Discuss the approximate cost of utensils and equipment.</li> <li>■ When teaching about hygiene in the home ensure that students are aware of correct practices and routines in cleaning fridges, etc.</li> <li>■ When teaching about fast food, ensure that the students realise it is not a healthy option for every day but that once a week it would be OK. Ask the students to suggest quick and cheap alternatives to fast food.</li> </ul> |  |



| ▲ Potential area of difficulty   | = Implications for learning   |
|--|---|
| Sourcing of ingredients  | The students will not taste food or refuse to bring in ingredients. |
| + Possible strategies  |   |
| <ul style="list-style-type: none"> <li>■ Initially, cook very simple and plain food with students. Ask the class what they would like to learn how to make.</li> <li>■ Keep a store cupboard of basic ingredients that are used in small amounts and would be expensive for the students to buy.</li> <li>■ Prepare small quantities of food that could be served and eaten during the lesson time.</li> <li>■ Ask students to contribute a small amount of money to ensure the ingredients would be supplied for the class.</li> <li>■ Depending on the school there may be funding to provide the ingredients for the students.</li> </ul> |   |

| ▲ Potential area of difficulty  | = Implications for learning  |
|---|--|
| Lack of textbooks/resources   | Students waste lesson time and possibly causing trouble when out of class. |
| + Possible strategies   |  |
| <ul style="list-style-type: none"> <li>■ Keep a selection of textbooks and work books in the Home Economics room to ensure students are not going to and from their lockers.</li> </ul> |  |

| ▲ Potential area of difficulty   | = Implications for learning  |
|--|--|
| Safety   | <ul style="list-style-type: none"> <li>• Accidents may happen easily.</li> <li>• Students may underestimate the serious consequences that can arise from <i>'messing'</i>.</li> <li>• Students may be unaware of the dangers associated with some appliances.</li> </ul> |
| + Possible strategies  |  |
| <ul style="list-style-type: none"> <li>■ The first lesson of the school year should be on safety.</li> <li>■ The first page of the students copy should contain safety rules which the students and teacher devise collaboratively.</li> <li>■ Safety should be referred to constantly and reinforced in every class.</li> <li>■ Accidental spillages should be discussed from a safety point of view.</li> <li>■ When students are using an unfamiliar appliance safety aspects associated with usage and cleaning should be emphasized.</li> <li>■ Sharp knives, vegetable peelers, skewers, tin-openers, and garlic crushes should be kept in a locked cupboard.</li> </ul> |  |

# Exemplars

The exemplars presented here are designed to show how the strategies outlined above can be applied in classrooms and to model practice that can meet the needs of Junior Cycle courses and to serve the particular learning needs of students with mild general learning disabilities.

## Structure

Each of the exemplars is preceded by a summary in the form of two tables. The first table is an introduction to the exemplar. It outlines the relevant sections of the Primary School Curriculum, Junior Certificate (Ordinary level), and the Junior Certificate School Programme (JCSP). It also highlights some of the characteristics of students with mild general learning disabilities that relate specifically to the area covered in the exemplar and lists some possible strategies. In addition, a time scale and a list of resources are provided. The second table outlines the exemplar in more detail by providing suggested outcomes, supporting activities, and assessment strategies for a lesson/series of lessons.

## Exemplars

| No. | Syllabus topic                   | Exemplar title        | Page |
|-----|----------------------------------|-----------------------|------|
| 1.  | Textiles                         | Shopping for clothes  | 11   |
| 2.  | Food Studies and Culinary Skills | Vegetable soup        | 24   |
| 3.  | Food Studies and Culinary Skills | Pasta bake            | 36   |
| 4.  | Food Studies and Culinary Skills | Making a smoothie     | 44   |
| 5.  | Social and health studies        | Caring for your teeth | 51   |
| 6.  | Safety in the Home               | Safety in the home    | 58   |

## Exemplar 1: Home Economics

**Syllabus topic:** Textiles

Shopping for clothes

| Primary School Curriculum<br>(5th and 6th classes)  | Junior Certificate<br>(Ordinary level) | Junior Certificate<br>School Programme   |
|---|--|--|
| <p><b>Visual Arts</b><br/>Strand: Fabric and Fibre<br/>Strand unit: Looking and responding</p> <p><b>Science</b><br/>Strand: Materials<br/>Strand unit: Properties and characteristics of materials</p> | Textiles                               | Work with fabrics and practice the skills needed for producing two finished pieces |

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take four to five class periods.

### Potential areas of difficulty

- Limited vocabulary (understanding such expressions as of-the-peg clothing, haute couture, fashion trends)
- Categorisation (identifying different types of shops)
- Understanding the concept of properties of the various fabrics
- Lack of awareness of the stages in the decision making process
- Poor memory (recognising and remembering symbols used to indicate fabric composition and quality)
- Language (understanding indirect or complicated questions, expressing feelings about clothes, using the language of choice and opinion)
- Reading
- Writing
- Spatial awareness (drawing, sketching, tracing)

### Strategies used in this exemplar

Pair work, group work, independent research, inductive questioning, individual work sheets, word pairing, drawing and tracing, using a measuring tape, cutting and pasting, using ICT

## Exemplar 1: Home Economics

### Resources

- Teenage fashion magazines
- Samples of clothing or fabric in cotton, linen, wool, silk
- Work sheet containing a word pairing exercise
- Collection of clothing labels and symbols that are found on new clothes (excluding wash care labels)
- Blow-up photocopy or poster of a clothes label
- Overheads
- Four to six set of scissors, pritt stick, measuring tape
- Poster paper and markers
- Access to the World Wide Web

## Exemplar 1: Home Economics

| Suggested outcomes  | Supporting activities   | Assessment strategies  |
|---|---|--|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• understand words we use to describe the properties of fabrics and clothing</li> <li>• identify each of the natural fibres, properties, textures and uses</li> <li>• engage in discussion, including listening and answering in the context of inductive questions, relating to what factors influence teenagers when they are selecting clothing</li> <li>• recognise specific types of shopping outlets where clothing can be purchased</li> </ul> | <ul style="list-style-type: none"> <li>• Listing on the board the key words used to describe the properties of fabrics and clothing</li> <li>• Encouraging students to say words in a meaningful context before reading/writing</li> <li>• Group activity on a fabric</li> <li>• Teacher initiated and pair/ small group work where questions are asked enabling the students to discover what factors influence teenagers when selecting clothing</li> <li>• Supplying pictures as well as words to help in the sometimes difficult task of self- expression, describing feelings, using words that indicate choices, etc.</li> <li>• Allowing lots of time for this activity as students' responses can be slow sometimes</li> <li>• Naming the variety of shops available locally for purchasing clothes</li> <li>• Students working in small groups sketching local shopping area and categorising shops</li> <li>• Follow-up discussion about prices, competition, and mail order options</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher observes whether students <ul style="list-style-type: none"> <li>– engage with class activities</li> <li>– complete the word pairing work sheet on properties of clothing and fabrics and identify of the correct fabric (done in pairs and giving equal emphasis to answering orally and to writing)</li> <li>– produce a chart/display</li> <li>– participate in talking/listening activity.</li> </ul> </li> <li>• The teacher observes whether students can <ul style="list-style-type: none"> <li>– point to examples of a term</li> <li>– use the term in conversation</li> <li>– copy/write the term on a poster or in his/her copy</li> <li>– explain the term(s) simply</li> <li>– measure waist/inside leg correctly and records these measurements and appropriate sizes in their copies.</li> </ul> </li> <li>• While students are working on tracing and drawing the fashion symbols the teacher checks their understanding on a one-to-one basis.</li> <li>• Students rate themselves in terms of participation in and enjoyment of this activity.</li> </ul> |

## Exemplar 1: Home Economics

| Suggested outcomes  | Supporting activities   | Assessment strategies  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• become aware of four new phrases used in the fashion industry</li> <li>• recognise and understand symbols used in the merchandising of clothing</li> <li>• become aware of the measurements needed when buying clothes.</li> </ul> | <ul style="list-style-type: none"> <li>• Using pictures from fashion magazines to show the current fashion trends and thereby reinforce the meaning of the term '<i>fashion trend</i>'. Pair work. Select and cut out pictures; categorise pictures according to '<i>haute couture</i>', '<i>off the peg</i>', '<i>accessory</i>', etc.</li> <li>• Students describing their chosen picture</li> <li>• Students creating four wall posters of different categories</li> <li>• Students in pairs identifying symbols found on clothing (excluding wash care labels)</li> <li>• Drawing or tracing the symbols and writing the meaning</li> <li>• Explaining information on clothes labels</li> <li>• Students measuring their own waist/inside leg measurements and recording these correctly their copies</li> <li>• Class discussion on sizes</li> <li>• Students identifying and recording their own likely sizes in certain clothes</li> </ul> | <ul style="list-style-type: none"> <li>• Students self assess their improved knowledge of their own area, asking questions such as, What did I learn today about town/the mall? (This could be done through informal teacher/student talk within their groups.)</li> </ul> <p><b>Follow-up assessment</b></p> <ul style="list-style-type: none"> <li>• Junior Certificate questions: six short questions from ordinary level section A to be answered in pairs to build up students' confidence in approaching a Junior Certificate exam.</li> </ul> |

## Exemplar 1: Home Economics

### Activity 1

#### Identifying the properties of four fabrics used in clothing

By using appropriate questions the teacher can encourage students to give most of the properties of the four natural fibres used to make fabric and clothes.

#### Example

Hold up an old cotton t-shirt and ask the group to describe how the t-shirt feels. Pass the t-shirt around and tell the students, as encouragement, that there is no wrong answer. As the students call out valid properties list them on the board, i.e. **soft, stretchy, strong, and light**. The teacher may add in reminder questions such as, Would this be easy to **wash**? Could you change the **colour** by dyeing this? Would the fabric **crease**?

Go back over all the properties and let the students know that these words are known as the properties. Do the same with wool, silk and linen using similar questions.

#### Group Activity

Arrange the class into four groups, one for each natural fibre: cotton, wool, silk, linen. Each group collects and explores objects and materials made of the fibre.

Pupils evaluate and develop their work by producing a chart on a natural fibre for display to the other groups. This should include

- Collecting samples of, for example, cotton (remembering cotton wool and thread as well as fabric)
- Sticking them onto chart
- Naming them and saying where they got them (brought from home or chosen from a range of samples provided by the teacher)
- Looking through magazines or searching the internet (if there is access to it) for clothes made from their fabric
- Cutting and pasting these pictures on a chart
- Saying why they think this fabric was chosen for these clothes.
- Listing some fibres that they found mixed with the natural fabric.

Each group displays and explains their project to their classmates, students should be encouraged to touch the fabrics in the process. Students each say what the fabric feels like for them and what they like or don't like about it.





## Exemplar 1: Home Economics

### Activity 3

#### **Identifying fashion trends and explaining terms used in fashion**

Pass around some teenage fashion magazines and let the students cut out pictures of fashion trends. Explain that fashion trends are things that are fashionable now. Ask for examples and then give a few more so that the students know what to look out for. Let the class work in pairs. Go around the group while the students are picking the pictures to check that they all understand how to do the task. Explain the ranking system of the fashion industry with Haute Couture being the clothes that designers make for celebrities like pop-stars and footballers. Models wear these clothes in fashion shows. Shops then copy the clothes and you get off-the-peg and prêt à porter clothes. These are French terms because a lot of designers come from France.

Discuss fashionable accessories and how they are used.

Let the students paste the pictures they have cut out into their copies and get them to write the heading Fashion Trends and the date. Go around the group and ask each student to describe the picture he/she has cut out. Examples of pictures of the different categories could be compiled by volunteers into four wall posters for the classroom. Use the web for resources here, if students have access.

## Exemplar 1: Home Economics

### Activity 4

#### Identifying different clothes stores

Teacher could make a sketch of a shopping mall with various outlets, indicating key types of shop, such as chain store, department store, boutique, supermarket, charity shop or swop shop. Write these key words on the board.

Refer to the nearest shopping area to the school, be it a shopping centre or a main street. Ask the students to name the types of shops. They will presumably give the name of the store. Provide groups of two to four students with A3 or A2 sheets and markers and encourage them to draw a rough sketch of the shopping area and, as the shops are mentioned, to indicate to the class the type of shop that it is. This concept may be difficult for students to grasp but their task is to make a list of shops in their correct categories. A grid like the following, on which students place ticks for the different kinds of shops, might help:

| Our Mall | Chain Store | Boutique | Supermarket | Charity Shop | Grocer | Swop Shop | Hard-Ware |
|----------|-------------|----------|-------------|--------------|--------|-----------|-----------|
|          |             |          |             |              |        |           |           |

The teacher can initiate a follow-up discussion with the students on the need for a balance of types of shops to ensure that there is competition, for example if there are only two boutiques in a town they can charge higher prices because there is nowhere else for people to shop. If a new chain store opens it might have cheaper prices and that means the department store also has to lower its prices. Students will provide lots of examples from their own experience.

Also mention that clothes can be bought on line or by mail order through the post. Postal catalogues could be circulated among the groups for examination and discussion.

An overhead slide of a local village/town map could be used to get the discussion going. Students could list shop categories and the teacher and students could use a grid to tick.

## Exemplar 1: Home Economics

### Activity 5

#### **Examining and sketching symbols and information found on clothes labels**

Photocopy the symbols for wool, silk, cotton, and linen. For wool there are two symbols. It would be useful to enlarge the symbols if possible to make them easier to see. Have some examples of the labels that are found on actual clothing and if possible some tags from new clothes indicating product information. Pass the photocopies around and get the students to colour them in and to write the names on them. Also get the students to trace or sketch the symbols.

The students could work in pairs to do this. Get the students to examine the labels on their own clothes to see if they can find any matching symbols with those on the photocopies.

With a matching game, like dominoes or snap, the students could match symbols and their explanations.

Put up a large, previously drawn poster or overhead slide of clothing labels and ask various students to suggest what the information means.

## Exemplar 1: Home Economics

### Activity 6

#### Taking measurements needed when you are shopping for clothes

Introduce this activity by saying that the best way to know if clothing fits is to try it on. To save time when you are shopping and to save you trying on lots of clothes it is really important to know your measurements or size. There are some measurements that you need for buying trousers and skirts and some that are needed for shirts and tops. Get each student to measure his/her inside leg length and to write the measurements down. Get each student to measure his/her waist measurement and to write it down also.

|                        |                   |
|------------------------|-------------------|
| <b>Name:</b>           |                   |
| <b>My Measurements</b> |                   |
| <b>Waist</b>           | <b>Inside leg</b> |
|                        |                   |

This is sufficient practice for using the measuring tape. Explain that some clothing is sold as small, medium, large, etc., but that there is usually a measurement given also. Some clothing is sold in sizes like 10, 12, 14, 16 ... or 38, 40, 42, 44 ...

## Exemplar 1: Home Economics

### Know your fabric

- This can be differentiated by having the qualities printed on cards. The students then sort according to the fabrics, or vice versa.
- Alternatively, the handout could be arranged so that students link words by drawing lines, rather than having to write them.
- Provide samples of the above fabrics to each pair/group to assist them.

**Cotton    Linen    Wool    Silk**

**Match one of the above fabrics with each of the words listed below**

Example

Delicate      Silk \_\_\_\_\_

Stretchy      \_\_\_\_\_

Light          \_\_\_\_\_

Shiny          \_\_\_\_\_

Strong        \_\_\_\_\_

Soft           \_\_\_\_\_

Cool           \_\_\_\_\_

Washable     \_\_\_\_\_

Itchy          \_\_\_\_\_

Smooth        \_\_\_\_\_

## Exemplar 1: Home Economics

### JC Questions OL

#### 1. 1996

Changes in fashion are known as fashion trends. Give two examples of current fashion trends.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

#### 2. 1999

Give two reasons why accessories (belts, scarves, jewellery) are used in fashion.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

#### 3. 2000

List the factors that would influence you when choosing clothes for yourself.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4. 2002

Name one popular clothing accessory for teenage boys and one for teenage girls.

(i) boys \_\_\_\_\_

(ii) girls \_\_\_\_\_

## Exemplar 1: Home Economics

### Some Cross-curricular Links



Exemplar 2: **Home Economics****Syllabus topic:** Food Studies and Culinary Skills

Vegetable soup

| Primary School Curriculum<br>(5th and 6th classes)   | Junior Certificate<br>(Ordinary level)   | Junior Certificate<br>School Programme  |
|--|--|---|
| <p><b>Science</b><br/>Strand: Living things<br/>Skills development: Designing and making</p> <p><b>Mathematics</b><br/>Strand: Measures</p> <p><b>English</b><br/>Strands: Receptiveness to language<br/>Competence and confidence in using language</p> | <p>Food studies and Culinary skills:<br/>Food in relation to healthy eating<br/>Food preparation</p> | <p>Food studies and Culinary skills<br/>Plan, prepare, cook and present simple well-balanced meals for individuals and groups</p> |

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**Time scale:** The full range of learning and assessment activities presented in this exemplar should take four class periods. Activities 1 and 2 take place in a single lesson, as does Activity 5. Activities three to seven, the practical lesson, require at least a double period of one hour thirty minutes.

**Potential areas of difficulty**

- Language (new vocabulary, listening and expressing oneself, reading the recipe, lists of ingredients and equipment, writing tasks)
- Reluctance to try new tastes (limited experience of a variety of vegetables)
- Recognising equipment and its uses (knowing the correct switch to use)
- Poor motor skills (difficulty preparing simple vegetables, using simple pieces of equipment)
- Measuring liquids

**Strategies used in this exemplar**

- Pair work and group work
- Inductive questioning
- Preparing, cooking and serving mixed vegetable soup
- Classifying vegetables into four types on the white board or on a poster
- Repetition and over learning of the names of the vegetables and herbs
- Using a multi-sensory approach (lots of experiences of touch, taste, sight, sounds, and smell)
- Comparing the prices of vegetables



## Exemplar 2: Home Economics

### Resources

- Picture book of the various vegetables, picture book of Jack and the Beanstalk, posters from the Healthy Eating promotions of Health Boards, samples of dried pulses, work sheet, valuation sheet
- Depending on the procedure in the particular school the students will either need the recipe in advance or the teacher will need to arrange for the provision of the ingredients.

## Exemplar 2: Home Economics

| Suggested outcomes   | Supporting activities  | Assessment strategies  |
|--|--|--|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• prepare, cook and serve vegetable soup</li> <li>• build up a more extensive vocabulary relating to vegetables</li> <li>• write the ingredients, equipment and the four main types of vegetables on their work sheets</li> <li>• list four types of soup that could be made at home and state why the group made vegetable soup</li> <li>• evaluate the quality of the soup.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading the brief/task for the lesson and using a pen or highlighter to circle the key words</li> <li>• Preparing, cooking and serving vegetable soup</li> <li>• Listing on the work sheet the ingredients and equipment needed for the lesson</li> <li>• Using a chart on the board categorise vegetables into four main types</li> <li>• Naming four other types of vegetable soup they could make, and suggesting why it is a good idea to make vegetable soup</li> <li>• Evaluating the quality of the soup.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher observes of the ability of the students to               <ul style="list-style-type: none"> <li>– pick out the four key words in the brief/task</li> <li>– perform the necessary practical skills of preparing, washing, chopping, etc.</li> <li>– name and write on the work sheet four other types of vegetable soup</li> <li>– name sufficient vegetables to allow at least twelve to be grouped on the board by the teacher or by themselves on charts.</li> <li>– answer questions on the different types of convenience soups available on the market.</li> </ul> </li> </ul> |

## Exemplar 2: Home Economics

### Activity 1

This activity can be done in pairs.

Hand each student a work sheet. Ask them to write their name(s) on it and to fill in the date. Before reading the work sheet ensure that students understand words such as vitamin C, fibre, prepare. Ask one student to read the task. Ask the students to pick out the four key words and to circle them. Give the students a couple of moments and then check the key words of each student. Write these on the board or on an overhead slide. Allow students to write them in their notebooks, giving them plenty of time for the writing.

### Activity 2

Discuss different kinds of soup that the students know. Ask the students to name four types of vegetable soup that could be made. Ask them to fill in the names on the work sheet and help them with the spelling if necessary. Discuss why we have decided to make homemade vegetable soup. Using the main key words assist the students with the spelling and fill the answers in on the work sheet. These can be completed in pairs. Useful words and phrases, such as healthy, tasty, quick, is low in fat and high in fibre, a good idea in the cold weather, cheaper than packet or tinned, could be displayed on the board like. Check students' understanding of terms like fibre. Explain if necessary, or invite a student to explain to the others.

## Exemplar 2: Home Economics

### Activity 3

#### Preparing the soup

The following steps should be followed in the preparation of the soup.

- Always use the same procedure before cooking in a practical lesson (tie back hair, put on apron, wash hands, etc.). A poster illustrating this hygiene and safety procedure should be displayed prominently and referred to frequently.
- The list of ingredients and the equipment required should be written up on the board before the before the lesson begins.
- Show and name the ingredients. This could be done as a game in pairs in which one student describes a vegetable and the other gets it/points to it and names it.
- Get the students to read out the list of ingredients. Repeat this a couple of times, paying attention to unusual sounding words like parsnip. Ask the students to collect the ingredients and set them up at their unit. The ingredients should be set up in a line in the order in which they will be used.
- Ask the students to read out the list of equipment from the board and to collect the equipment. Reinforce names and purposes/uses of equipment. Posters on the wall with pictures and names of equipment will help these students.
- Working in groups of two or three, let each student prepare one vegetable (onion, leek, carrot, etc.). A spot demonstration will be necessary to ensure the students can prepare the vegetables safely and hygienically. Talk through this as it is being demonstrated and encourage students to do the same. The vegetables should be pushed onto plates using knives and then three more vegetables prepared, for example celery, parsnip and potato.
- The stock should be made next. The students must be reminded of safety when using the boiling water from the kettle. One student should make the stock and the rest of the students should watch. Special reference should be made to the use of a measuring jug and how to read the ml scale.
- Next the cooker ring can be switched on. Ask the students what temperature should be used and to give reasons. Explain that a low heat should be used so that the onion and the leek do not burn. Measure two spoons of oil into the saucepan. Add the onion. Allow to cook for two to three mins. Then add the leek.
- Allow one student to stir the vegetables while holding the handle of the saucepan. Alternate the students that are stirring and adding the vegetables.
- When all the vegetables have been sautéed for five minutes add in the stock. Turn up the heat. Cover and leave to reach simmering point. Once it is at the boil reduce the heat to ensure the soup simmers gently.
- The dirty equipment should be stacked at one side of the sink and the unit wiped down.

## Exemplar 2: Home Economics

### Activity 4

While the soup is cooking the students should sit down and focus on writing the ingredients used on their work sheets. This is sufficient for some students. Others could also write down the equipment used, depending on their ability. Ask the students to read out the list and get them to repeat any unusual words like parsnip or colander. These tasks can be completed in pairs.

### Activity 5

Write the following heading on the board: **The four family types of vegetables**

Divide the board into four quarters. In each quarter write the following sub headings:

| The four family types of vegetables  |  |
|--|--|
| <p><b>TYPE 1</b><br/>The green family (cabbage, broccoli, lettuce)</p>   | <p><b>TYPE 2</b><br/>The root family (carrot, parsnip, turnip, potato)</p>   |
| <p><b>TYPE 3</b><br/>The pulse family (Explain that pulses grow in pods and that they are high in protein, for example peas, beans.)</p> | <p><b>TYPE 4</b><br/>The fruit family (Fruits have seeds inside them, for example tomatoes, peppers, courgettes, aubergines. Cut the fruits and let the students feel and take out the seeds.)</p> |

Read the chart out loud again with the entire group putting an emphasis on the family name/type.

As reinforcement students could be divided into four groups. Each group is given a poster on which to write or draw vegetables in each type.

For fun, and effective learning, the students could pretend to be different vegetables and gather in their families.

Sorting pictures like these on cards may be used to help the over learning of different categories. However, having real vegetables to hand is invaluable.



## Exemplar 2: Home Economics

### Activity 6

At this point the soup should be ready for serving. Show the students how to test to test the soup to see if it is cooked by using a fork to check the carrots and the potatoes. The vegetables should be tender. Use a hand held blender to blend the soup. Emphasise the importance of safety when using the hand held blender. Serve the soup using a soup ladle. While the students are eating the soup encourage them to evaluate it. Discuss accompaniments and garnishes and explain the meaning of both terms. The answers to the evaluation could be put on the board to allow the students to take them down after the washing up is completed.

### Activity 7

Washing, rinsing, drying, and putting away equipment

**Note:** In some schools the soup would not be consumed during the lesson. However, soup is quite awkward to transport home, so it would be advisable to make smaller quantities and let the students finish it in class.

## Exemplar 2: Home Economics

### Worksheet (pair work)

Many people should be eating more fruit and vegetables. Fresh vegetables are very important in a balanced diet because they contain vitamin C and fibre. Vegetable soup is a nourishing way of including soup in the daily diet.

Prepare cook and serve a healthy vegetable soup using fresh vegetables.

#### **Name four types of vegetable soup that you could make in class.**

(Students could use illustrated posters/cards from Activity 5 to indicate their ingredient combinations.)

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#### **Give four reasons why it is a good idea to make vegetable soup.**

Highlight these from a range of options, or put in happy faces beside chosen options:

Cheap

Dear

Quick to make

Slow to make

Unhealthy

Healthy

Low-fat

High fat

Tasty

Not a great taste

Easy to make

Hard to make





## Exemplar 2: Home Economics

### Evaluation Sheet

Allow students to work together on completing this worksheet. This could be made more student friendly by providing three or four answers for the student to circle or choose from.

Name of student(s) \_\_\_\_\_

Today we made \_\_\_\_\_

The colour of the finished dish was



The **flavour and taste** of the finished dish was:

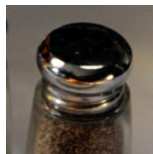
SALTY



SPICEY



PEPPERY



CREAMY



OTHER

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Loop one or more of these to describe the **texture and consistency** of the finished dish.

SMOOTH CREAMY LUMPY THICK WATERY

TIVANIMC AND EBRIF

Unscramble the letters to find **the nutrients** of the finished dish:

Write them here. \_\_\_\_\_

If I was making this dish again I would:

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## Exemplar 2: **Home Economics**

I **served** the dish with

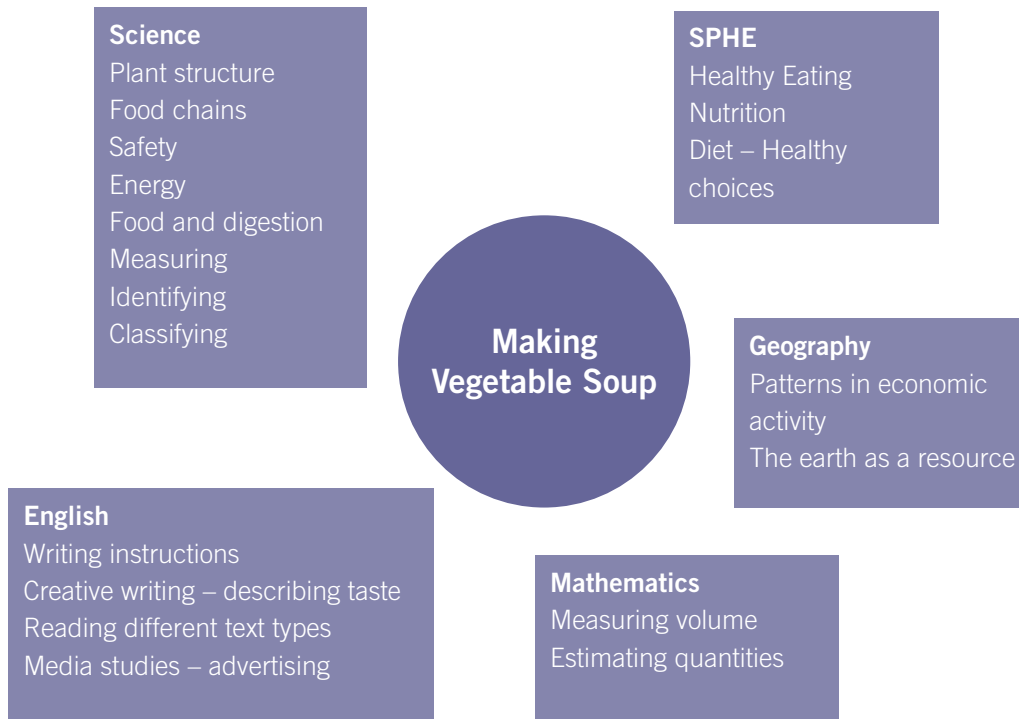
(You can write or draw your answer.)

I **garnished or decorated** the dish with

(You can write or draw your answer.)

## Exemplar 2: Home Economics

### Some Cross-curricular Links



## Exemplar 3: Home Economics

**Syllabus topic:** Food Studies and Culinary Skills

Pasta bake

| Primary School Curriculum (5th and 6th classes)  | Junior Certificate (Ordinary level)                             | Junior Certificate School Programme   |
|--|---|---|
| <p><b>Science</b><br/>Strand: Living things<br/>Skills development: Designing and making</p> <p><b>Mathematics</b><br/>Strand: Measures<br/>English<br/>Strands: Receptiveness to language<br/>Competence and confidence in using language</p> | <p>Food Studies &amp; Culinary skills:<br/>Food preparation</p> | <p>Food studies &amp; culinary skills<br/>Plan, prepare, cook and present simple well-balanced meals for individuals and groups</p> |

**Time scale:** The full range of learning and assessment activities presented in this exemplar should take a double period of one hour and thirty minutes.

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### Potential areas of difficulty

- Language (listening and expressing oneself, reading the recipe/lists of ingredients/names of equipment, writing tasks, vocabulary)
- Limited experience of a variety of food and pasta shapes
- Poor memory (remembering the names of different pastas)
- Categorising (distinguishing types of milk available to the consumer)
- Recognising equipment and its uses (a grater, knowing the correct switch to use)
- Poor motor skills (using pieces of equipment, turning on the cooker)
- Measuring liquids and using the weighing scales
- Short attention span

### Strategies used in this exemplar

- Pair work, group work,
- Exploring colour, texture, shape, taste
- Improving control of materials and tools, for example using a measuring jug, cutting and pasting, preparing, cooking and serving macaroni cheese
- Observing and comparing the ingredients with which they are working, for example examining four different milk cartons to find out what information a carton of milk contains, drawing and listing four different pasta shapes that could be used instead of macaroni to make the recipe
- Open questioning
- Independent research on different main course recipes that include milk/cheese
- Teaching concepts and vocabulary, for example calcium, vitamin D,
- Evaluating the recipe by responding to it and showing likes and dislikes for different kinds of tastes

## Exemplar 3: Home Economics

### Resources

- Recipe books showing pictures of macaroni cheese, lasagne, pizza, quiche, etc.
- Four cartons of full fat milk, super milk, low fat milk and skimmed milk, either full or empty and rinsed out
- Four packs of dried pasta shapes, such as penne, pasta shells, spaghetti, lasagne or pasta spirals
- Evaluation sheet
- Access to ICT (Key in Macaroni cheese into a search engine and sites with lots of recipes and illustrations become available.) Internet sites such as ([www.milk.co.uk](http://www.milk.co.uk) and [www.ndc.ie](http://www.ndc.ie)) may be useful here.
- Depending on the ingredients procedure in the school, the children will either need the recipe in advance or the teacher will need to arrange for the provision of the ingredients.

## Exemplar 3: Home Economics

| Suggested outcomes  | Supporting activities   | Assessment strategies  |
|---|---|--|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• identify four main course dishes rich in calcium and vitamin D</li> <li>• prepare, cook and serve pasta in cheese sauce dish</li> <li>• examine four different milk cartons</li> <li>• look at different pasta shapes</li> <li>• evaluate the macaroni cheese.</li> </ul> | <ul style="list-style-type: none"> <li>• Looking through various cookery books students select four main course dishes that are a good source of calcium and vitamin D, i.e. those they include lots of milk (Students and or the teacher can access lots of information at <a href="http://www.ndc.ie">www.ndc.ie</a>)</li> <li>• Examining the different types of pasta shapes</li> <li>• Listing the names of four shapes in their copies with a drawing of each shape</li> <li>• Choosing a favourite shape</li> <li>• Preparing, cooking and serving pasta bake</li> <li>• Looking at four different milk cartons and reading out the various pieces of information on them</li> <li>• Writing the names and the prices of the milks</li> <li>• Discussing how using the different types of milk would affect the finished dish</li> <li>• Evaluating the finished macaroni cheese using simple headings and one or two simple adjectives</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher observes of the ability of the students               <ul style="list-style-type: none"> <li>– to pick out main course dishes high in calcium and vitamin D.</li> <li>– to carry out the simple practical tasks such as weighing, measuring, grating, etc.</li> </ul> </li> <li>• Students               <ul style="list-style-type: none"> <li>– evaluate their ability to carry out the simple practical tasks such as weighing, measuring, grating, etc.</li> <li>– show their consumer skills by reading and identifying the important information and key points on the milk cartons</li> <li>– show their language skills and ability to evaluate the finished macaroni cheese using descriptive adjectives, two for colour, two for flavour, and two for texture.</li> </ul> </li> </ul> |

## Exemplar 3: Home Economics

### Activity 1

Welcome the students and explain that today they are going to learn all about foods that can help make their bones stronger and longer. Foods that can help their nails grow and that will help them have healthy teeth. Explain that they are going to learn all about foods rich in calcium and vitamin D. Ask the students to name a food rich in calcium. The students might suggest milk or cheese. The group might need prompting. List all the dairy products: milk, cheese, butter, cream, yogurt, and ice cream. Explain to the group that for the body to be able to use the calcium properly it needs vitamin D and that one of the best places to get vitamin D is from the sun. This is why in the summer your nails grow much quicker and much stronger and you might need to cut them more often.

Pass around a recipe book for each group of students and let the students have enough time to find four main course recipes with either lots of milk or cheese. Then get each group to name one recipe. The teacher can list these on the board. Ask the students to read out the answers out loud to familiarise themselves with the pronunciation. Answers could include: macaroni cheese, lasagne, quiche, pizza, pasta carbonara, bacon with a parsley sauce, fish with a white sauce, vegetarian cannelloni, and seafood chowder....

#### Extension Activity

Teacher shows the NDC website using a data projector and takes the students on a virtual tour, looking at questionnaires on calcium intake, playing games about healthy food choices etc.

[www.nutritionexplorations.org](http://www.nutritionexplorations.org) contains alternative recipes. [Ilovesheese.com](http://Ilovesheese.com) is another useful link.

## Exemplar 3: Home Economics

### Activity 2

Take out the four packs of pasta. Ask the group if they know the country where pasta is eaten every day? Most students should know it comes from Italy but they might be shy in answering or need prompting. Ask the students to name the four types of pasta in front of them and to describe the shape. For example, macaroni has short bendy tubes, spaghetti has long thin strings, lasagne is a flat sheet, and penne is a short fat tube cut diagonally or 'slanty'. Ask the students to write the names of the pasta into their copies and to draw the shapes beside them. Write the heading '*Pasta Shapes*' on the board so that they can copy it down. Students may select a pasta shape that appeals to them for their Pasta Bake.



## Exemplar 3: Home Economics

### Activity 3

#### Preparing, cooking and serving pasta bake

The dish outlined here is for macaroni cheese. Easy variations on the dish can be demonstrated, and chosen by the students, by including, for example cooked chicken, cooked vegetables, etc.

- Working in groups of two or three each student should put on their aprons and wash their hands.
- Each group should collect the ingredients needed: pasta, cheese, milk, margarine, flour, salt and pepper, a tomato and mustard powder.
- Next the students collect the equipment: two saucepans, two wooden spoons, a colander, a bowl for waste, a grater, a measuring jug, a weighing scales, an ovenproof dish, oven gloves, a sharp knife, a chopping board, a balloon whisk.
- Start by boiling the kettle to ensure there is hot water ready to cook the pasta.
- Next weigh out 25g of the margarine and 25g of flour and place them in the smaller of the two saucepans. Next measure out the milk using the measuring jug. Ensure that each student gets an opportunity to look at the jug to estimate or point to where the 350ml line is.
- As soon as the kettle is boiled put the pasta on to cook. Bring to the boil and then simmer gently. Preheat the oven to 180 degrees Celsius.
- Next make the roux. Explain that a roux always has equal or the same amount of fat and flour but that the quantity of milk might vary depending on how thick the sauce needs to be. Get the students to repeat out loud the French term roux. The cheese should be grated by one of the students not involved in making the roux.
- Cook the flour and margarine in the saucepan, remove from the heat, turn off the heat, and add the milk very gradually ensuring there are no lumps left between each addition of milk. Use the balloon whisk to ensure the sauce is smooth.
- Once all the milk has been added the saucepan can be transferred back to the heat and cooked at a very low heat until the sauce thickens. The pasta should be cooked at the same time as the sauce is finished.
- Strain the pasta in the sink using the colander. The colander should sit in the sink to prevent scalding.
- Remove the sauce from the heat. Add in the salt and pepper and a half teaspoon of mustard powder blended with two tablespoons of water. Add in half the grated cheese and allow the cheese to melt. Next slice the tomato horizontally into four or five slices.
- Combine the drained pasta shapes with the cheese sauce. Pour into the ovenproof dish ensuring that the sauce does not spill onto the sides of the dish as it will burn during cooking. Place the slices of tomato on top in an attractive arrangement, and sprinkle with the remaining cheese. Place in the centre of the preheated oven.
- The students should wash, rinse, dry, and put the equipment away. Then they should clear their work tables and put remaining ingredients into the refrigerator or wrap them in cling film to bring home.

## Exemplar 3: Home Economics

### Activity 4

#### Examining different types of milk cartons

Place the four cartons of different types of milk on the table and ask the students to read out the name of each. Ensure that all the students read some part of the carton. Ask the students why certain words are in big writing. Which words do they think are the most important? Ask the students if they think the colours used are suitable and effective? Would they suggest other colours? Why?

Explain that the whole milk is best for children because it has all the vitamins included. Explain that when the fat is removed in low fat or skimmed milk the vitamins are taken away with the fat. Who would they think low fat milk or skimmed milk is suitable for? (adults on a low fat diet) Explain that milk is one of the best foods that people can take into their bodies and that is why it is the first food given to babies. Ask what the best milk is for a baby. Explain that breast milk from the mother is the best because it has lots of extra things included that are perfect for the baby. Explain that some mothers give their babies formulae milk which is also good but not as natural. Explain that cow's milk cannot be given to babies until they are one year old. Encourage the students to talk about milk, feeding babies, etc.

Other milks, such as goat's milk, soya milk, condensed milk or evaporated milk, could be shown at this point. Pictures of the milks can also be shown if that is more appropriate. Ask the students if they would like to taste any of the milks. Provide them with tastes.

A fun activity, such as 'The Milk Challenge!' in which students close their eyes and guess which milk type they are drinking can be effective.

Write the heading '*Types of Milk*' on the board so that the students can take it down in their copies. Ask them to write down the names of the milks and the prices beside them. The teacher leads a discussion on the implications of the different milk types for the finished pasta dish.

### Activity 5

By now the macaroni cheese should be cooked and quite crispy on the top. Remove it from the oven using oven gloves. Evaluate the macaroni cheese using the evaluation sheet. Depending on school policy some students may eat the food in class or bring it home. If it is to be taken home it should be allowed to cool down fully before a lid/cover is put on it.

## Exemplar 3: Home Economics

### Evaluation of pasta bake

Use a coloured pen to circle two words that describes your macaroni cheese best, and then fill in the sentences below.

#### 1. Colour

Golden Brown      Black      Yellow      Brown      Orange      Pale Orange

The macaroni cheese I made has a \_\_\_\_\_ and \_\_\_\_\_ colour.

#### 2. Flavour

Creamy      Cheesy      Rich      Salty      Milky      Sweet

The flavour of taste of the macaroni cheese I made today is \_\_\_\_\_ and \_\_\_\_\_.

#### 3. Texture

Lumpy      Chewy      Slimy      Sticky      Dry      Runny      Crispy

The macaroni cheese I made today has a \_\_\_\_\_ and \_\_\_\_\_ texture.

#### 4 Nutrients

Protein   Fat      Calcium      Vitamin D      Iron      Vitamin C

The macaroni cheese I made today is very healthy because it has lots of \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

#### 5. Accompaniments

Green Salad      Baked Potato      Chips      Coleslaw      Greek Salad      Brown Bread

The healthiest things to serve with macaroni cheese are \_\_\_\_\_ and \_\_\_\_\_.

## Exemplar 4: Home Economics

**Syllabus topic:** Food Studies and Culinary Skills

Making a smoothie

| Primary School Curriculum (5th and 6th classes)  | Junior Certificate (Ordinary level)  | Junior Certificate School Programme   |
|--|--|---|
| <p><b>SESE: Geography</b><br/>Strand: Human environments<br/>Strand unit: People and other lands</p> <p><b>SPHE</b><br/>Strand: myself<br/>Strand unit: Taking care of my body</p> <p><b>Science</b><br/>Strand: Living things<br/>Strand unit: Human life</p> | <p>Food Studies and Culinary Skills<br/>Food in relation to healthy eating<br/>Food choices<br/>Food preparation<br/>Meal planning</p> | <p>Food Studies and Culinary skills:<br/>Plan, prepare, cook and present simple and well-balanced meals for individuals and groups.</p> |

**Time scale:** The full range of learning and assessment activities presented in this exemplar should take a double period of one hour and thirty minutes.

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### Potential areas of difficulty

- Understanding the physiological importance of breakfast
- Getting students to change their attitudes to breakfast
- Poor listening skills
- Poor reading skills
- Poor concentration
- Short attention span
- Reluctance to try new foods

### Strategies used in this exemplar

- Identifying feelings
- Group discussion on the importance of breakfast, using inductive questioning, listening and explaining
- Map work plus discussion of breakfasts around the world
- Demonstrating with students as assistant chefs
- Narrative – Mark's story (See activity 4.)
- Pair/group work – planning breakfast for Mark

### Resources

Alarm clock, large colourful map of the world, different examples of unusual breakfast foods for example muesli, croissants, muffins, kippers (or pictures of these foods), ingredients for smoothies, list of equipment, post cards from different countries, cut out pictures of healthy breakfast foods

## Exemplar 4: Home Economics

| Suggested outcomes   | Supporting activities   | Assessment strategies   |
|--|---|---|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• identify three main reasons why breakfast is important</li> <li>• list four different countries and a breakfast food associated with each</li> <li>• watch a demonstration of how to make a smoothie and choose a name for it</li> <li>• design a healthy breakfast menu for an eight-year-old boy who normally does not eat breakfast.</li> </ul> | <ul style="list-style-type: none"> <li>• Students answering questions that will elicit from them the key points of the lesson</li> <li>• Writing the key points on the board and explaining why breakfast is so important every day</li> <li>• Listing countries in Europe and around the world, locating them on a map, and indicating the foods eaten for breakfast in those countries</li> <li>• Watching as the teacher and two students acting as assistant chefs prepare and serve a healthy smoothie</li> <li>• Designing a healthy breakfast menu for an eight-year-old boy who normally does not eat breakfast, using the four food groups to ensure that it is a balanced menu</li> </ul> | <p>The teacher observes the ability of the students to</p> <ul style="list-style-type: none"> <li>• answer the questions on breakfast inductively</li> <li>• show their general knowledge, knowledge of countries, and the breakfasts traditionally eaten in those countries by participating in discussion and answering/ asking questions</li> <li>• concentrate while watching the smoothie being made and suggest names for the smoothie</li> <li>• understand the four food groups by planning and designing a healthy breakfast menu for an eight-year-old boy who normally does not eat breakfast.</li> <li>• complete the work sheets.</li> </ul> |

## Exemplar 4: Home Economics

### Activity 1

Set the alarm clock and allow it to go off. Ask the students to describe how they normally feel when they hear the sound of an alarm clock. The students may reply tired, sleepy, hungry, stressed, worried, nervous, happy, energetic, excited, etc. Explain to the students that we all wake up in the morning with an empty tummy and that it is important to fill it up with the correct mixture of food. Ask the students if they have had breakfast that particular day and whether they eat breakfast every day. Some will possibly answer no. Ask the class if they have ever noticed that some people are very cranky and cross in the morning. Explain that this is possibly because they haven't filled their body up with the right foods at breakfast time. Ask them to imagine what it would be like if an empty car was filled up with water instead of petrol. Ask them to imagine how far it would drive. Explain to the students that because people do not normally have a big meal at lunch time it is really important to give the body fuel/food early in the morning for breakfast. Some people only have very light lunches and they need a substantial breakfast to keep them going. Ask the class to point out some tips on how to save time in the morning.

Write the four key points from the discussion on the board.

- The human body needs energy in the form of food to give it the power to do work.
- Many people are cranky and tired if they do not eat breakfast.
- A mixture of foods should be eaten to ensure the breakfast is healthy.
- Don't rush, eat slowly, and set the table the night before to save time.

Ask the students to write these in their copies.

## Exemplar 4: Home Economics

### Activity 2

Ask the students to try and work out the time zone in the world where people are getting up and having breakfast. For example, if a home economics lesson is being taught in the afternoon there are possibly people waking up in New York or Boston. Explain to the students that everyone in the world needs food for their bodies when they wake up after a night's sleep. This means that everyone that can afford it normally has breakfast to keep them going and to give them energy for their day's work. Ask the students to look at a map of the world or of Europe. Hold up the map so that each student can see it. Ask the class to name a food that might be eaten in France for breakfast. They might possibly mention croissants or a French stick with apricot jam. Go through the European countries and some other countries where the breakfast foods might be familiar to the group, for example

- Switzerland – Muesli
- Germany – Cold meats and cheese
- Finland – Porridge
- England – Cooked breakfast with kippers
- Belgium – Waffles
- USA – Bagels, doughnuts, muffins
- Canada – Pancakes and maple syrup
- Thailand – Soup with noodles or rice
- Indonesia – Fresh pineapple and Java coffee
- Ireland – Porridge, cooked breakfast with black pudding.

If possible show some photos of some of the unusual foods. Maybe bring in a few old post cards to help the students to relate to the countries on the map. Ask the students if they have ever been abroad and what they had for their breakfast. Ask them to identify what would be served in a full Irish breakfast, and whether they ever had a breakfast in a Bed and Breakfast in Ireland?

## Exemplar 4: Home Economics

### Activity 3

Explain to the group that it is important to fill the body up with healthy food for breakfast and that sugary or fatty foods like doughnuts or fried food, would not be the best idea for breakfast every day. Ask the group if they know what a smoothie is, and whether they have ever tasted one.

Ask for two volunteers, or perhaps select two students, to help act as assistant chefs. The students should wash their hands and put on aprons. Explain to the class that you are going to make a fruit smoothie that would be healthy for breakfast.

Hand out the recipe for the smoothie to each student. Ask assistant 1 to collect the equipment and to put it in a suitable place for a demonstration. Ask assistant 2 to collect the ingredients and to set them out with the equipment. Proceed as follows and allow the assistants to be involved as much as possible.

- Wash all the fruit to be used very carefully. Explain that all the sprays and insecticides need to be washed off the skins of the fruit.
- Peel any fruit that needs to be peeled and demonstrate the correct way of doing so, i.e. safely, hygienically and economically. Ensure that only a thin skin is removed if possible as lots of vitamins are found under the skin.
- Explain to the students that many combinations of fruit can be used depending on what is in season. Explain that in season means the fruit is plentiful, is at its best, and is generally better value than when it is out of season.
- Blend the chosen fruit with a little honey (one teaspoon per person) and some yogurt or fruit juice. Try to make sufficient for each student in the class. Use small disposable cups to ensure that each student gets to feel like they have had a full smoothie. The cups can be arranged on a tray and then the students can pass them around.
- Tidy away and stack up what needs to be washed. Ask the assistants to wash the dirty utensils (possibly not the blender blade as it is very dangerous).
- While the tidying up is being done the students can drink the smoothie and listen as the teacher explains why smoothies are healthy.

Explain to the students that by drinking this smoothie they are getting lots of vitamin C, which is needed for healthy skin and blood and to prevent colds. They are also getting lots of fibre, which prevents constipation or even bowel cancer, and that there is calcium in the smoothie if yogurt has been used. Calcium is needed for healthy bones teeth and nails and children and teenagers need lots of calcium as their bodies are growing. They are also getting other vitamins and minerals in smaller amounts. This is why it is one of the best drinks to have in the morning.



## Exemplar 4: Home Economics

### Activity 4

Read out the following case study.

Mark is nine years old boy. Mark never has breakfast before he goes to school. He says he is never hungry in the morning and feels sick if he eats. He only has just enough time to get the school bus. He normally has a bar of chocolate and a packet of crisps for his break at school and for lunch he has four crackers with butter and jam and a bottle of Coke. He has been doing really badly in his maths. They always do maths in the morning before break time. He was in trouble a few times for not listening. His teacher has told him that maybe it would help if he got up earlier, ate a breakfast slowly, and brought a healthy snack for break time and sandwiches for his lunch. His Granddad keeps trying to get him to have a bowl of porridge in the morning. Mark has decided he will try the breakfasts for one week to see if they make a difference, and he is going to get up half an hour earlier. Can you help him? What should he eat for his breakfast?

Ask the students to remember the four food groups when suggesting foods. Put a poster up of the four food groups and tell the group they must choose one food from each group to ensure it is a healthy balanced menu.

Allow the students to work in pairs and give them five minutes to write out the menu. If some students have difficulty reading and writing it would help to have pictures of food cut out so that they could use the pictures rather than the written form.

After five minutes go around to the different groups and ask them to call out the breakfast menus. If there is insufficient time this task could be set for homework or the class could be asked to think about it for the next day. Pairs/groups make posters of the menus, explaining the selection of items, to present to the class.

## Exemplar 4: Home Economics

### **Tasty Fruit Smoothie** (Makes four disposable cups)

#### **Ingredients**

Three or four fruits depending on availability and seasonality, for example banana, half a punnet strawberries, two pears, and two peaches

1 teaspoon of honey per person

Approximately two cups of yogurt and/or fruit juice

#### **Equipment**

Colander

Bowl for waste

Sharp knife

Chopping board

Blender

Disposable cups

Teaspoon

Large jug

#### **Method**

Wash fruit very carefully and peel if necessary.

Put prepared fruit into the blender with the honey and the juice/yogurt

Whiz the blender very carefully a number of times until the smoothie is of a smooth consistency.

Pour into a large jug and then pour into individual disposable cups.

Serve immediately.

Wash up and tidy away.

## Exemplar 5: Home Economics

**Syllabus topic:** Social and health studies

Caring for your teeth

| Primary School Curriculum<br>(5th and 6th classes)  | Junior Certificate<br>(Ordinary level) | Junior Certificate<br>School Programme |
|---|--|--|
| <p><b>SESE: Geography</b><br/>Strand: Living things<br/>Strand Unit: Human life</p> <p><b>SPHE</b><br/>Strand: Myself<br/>Strand unit: Taking care of my body</p> | Health education: Hygiene              | Personal Hygiene                       |

**Time scale:** The full range of learning and assessment activities presented in this exemplar should take two lesson periods, preferably a double period.

### Potential areas of difficulty

- Poor memory (difficulty remembering unusual words)
- Reluctance to try new dental products
- Lack of appreciation of the role and importance of healthy teeth
- Poor reading skills
- Poor listening skills
- Short attention span
- Inability to follow instructions

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### Strategies used in this exemplar

- Examining different dental hygiene products and discussing their uses
- Looking at a poster showing the structure of the tooth
- Students watching the teacher draw a simple diagram on the board and then copying the diagram in their copy books
- Coloring in the diagram and labeling it
- Discussing the four types of teeth and the need for having different types of teeth
- Looking at a flow chart detailing the cause of tooth decay and how to prevent it
- Listing foods needed for healthy teeth and planning a lunch menu around them
- Creating a shopping list of items needed for healthy teeth and finding out the prices of them

## Exemplar 5: Home Economics

### Resources

An old bushy toothbrush, a new toothbrush in its box, toothpaste, dental floss, a mouth wash such as Listerine, a battery operated toothbrush, the receipt listing prices of items purchased, a poster showing the structure of the teeth, a picture or diagram showing the arrangement of teeth in an adult mouth, empty yogurt cartons, empty milk cartons

The National Dairy Council has produced a teaching pack entitled Teachers toolkit for healthy teeth and bones, which is aimed at the children in primary school but would also be a useful resource for junior students at second level. It contains work cards, word searches, crosswords, etc. that are all very well presented. <http://kidshealth.org/kid/body/teeth> is a useful website if access is available. [www.scoilnet.ie](http://www.scoilnet.ie) updates useful links for this and other topics.

## Exemplar 5: Home Economics

| Suggested outcomes  | Supporting activities  | Assessment strategies  |
|---|--|--|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• examine a selection of different dental hygiene products on the market and state how each is used</li> <li>• look at a diagram showing the structure of a tooth, watch how to draw a simple version of the diagram, and copy the diagram into their copy books</li> <li>• label and shade or colour the diagram</li> <li>• discuss the four different types of teeth and the function of each</li> <li>• examine the causes of tooth decay and in pairs compose a flow chart highlighting the causes of tooth decay and how to prevent it</li> <li>• list health foods suitable to encourage strong teeth</li> <li>• plan a menu suitable for encouraging healthy teeth</li> <li>• write a shopping list of all the essential items needed for healthy teeth and discuss the possible cost of each item.</li> </ul> | <ul style="list-style-type: none"> <li>• Examining a selection of dental hygiene products, old and new</li> <li>• Asking the students simple questions relating to the products to determine the use of each item and the necessity of it in terms of healthy teeth</li> <li>• Looking at a diagram or poster showing the structure of the tooth</li> <li>• Ensuring that each student can relate the poster to his/her own teeth</li> <li>• Watching how the teacher draws a simple and clear diagram of the same structure on the board and then copying the diagram into their copy books</li> <li>• Labelling the diagram as shown on the board and shading or coloring it to highlight the main structural differences within the tooth</li> <li>• Examining a chart or picture of the arrangement of teeth in the mouth</li> <li>• Focusing the explanation on the function or job of each of the four types of teeth</li> <li>• Discussing the importance of each type in relation to eating</li> <li>• Listening to a description of the causes of tooth decay</li> <li>• Designing, in pairs, a flow chart to highlight the key stages in the development of tooth decay and how to prevent each stage</li> </ul> | <p>The teacher observes the ability of students to</p> <ul style="list-style-type: none"> <li>• suggest a use for each of the dental hygiene products</li> <li>• copy a diagram from the board</li> <li>• discuss the types of teeth and then to show their understanding of the function of each type by answering random inductively asked questions</li> <li>• understand the causes of tooth decay by designing a flow chart to indicate the causes of tooth decay and how to prevent it</li> <li>• show their knowledge of calcium rich foods by designing a healthy lunch menu that would be good for the teeth</li> <li>• show their consumer skills by writing a shopping list of the essential items for dental hygiene and estimating the cost of each.</li> </ul> |

## Exemplar 5: Home Economics

| Suggested outcomes | Supporting activities   | Assessment strategies |
|--------------------|---|-----------------------|
|                    | <ul style="list-style-type: none"> <li>• Asking students to list foods that would help produce healthy teeth and planning a lunch menu that would include the listed foods. (The planning of the menu could be given as home work if there is not sufficient time to do it in class.)</li> <li>• Designing and writing a shopping list, in pairs, to include essential dental hygiene items</li> <li>• Estimating the cost of the items and comparing their estimates with the actual cost on the teacher's receipt.</li> </ul> |                       |

## Exemplar 5: Home Economics

### Activity One

Hold up an old bushy toothbrush and ask the students if they have ones like that at home. Ask them to guess how old it is. They might be surprised to learn it is only about two months old. Ask them to suggest how often a toothbrush should be replaced and why. Hold up a new toothbrush and the various other dental hygiene products. Ask the students to name the products and to state the use of each product. Ask them to suggest the best place to buy the products, and which ones would be absolutely essential for good dental hygiene.

### Activity two

Put up a large poster of the tooth showing all the main parts. This may be on display already in the Home Economics room. Go through each part explaining its importance:

|             |   |
|-------------|---|
| Enamel      | The hard white substance protecting the inside of the tooth. Enamel is the hardest substance in the human body so it means the teeth are very strong. |
| Dentine     | Inside the enamel   |
| Pulp Cavity | Contains all the blood vessels and nerves   |
| Gum         | The soft part around the teeth  |
| Cementum    | Holds tooth in place  |
| Bone        | Giving the jaw structure.   |

Point out the root and the crown of the tooth.

Next ask all the students to turn in the direction of the board and to watch as the teacher draws a simpler diagram of the tooth. Draw the diagram carefully and label it neatly with all the writing going in one direction and using straight lines as pointers to each part.

Allow the students five minutes to draw the simple diagram of the tooth into their copy books. Then get them to label the diagram, to give it a title, and to color or shade the important parts. Walk around the class while the students are working, to check their work.

## Exemplar 5: Home Economics

### Activity three

Ask the students whether they ever noticed what type of teeth a rabbit has. Ask them next why they think he has such big front teeth. Explain that he needs very big and strong front teeth because he eats so many carrots and he needs to be able to bite them when they are raw and crunchy. Ask the students whether we need teeth to bite anything. Explain that the four front teeth on the top and on the bottom of the mouth are designed especially for biting things like carrots. They are called incisors. Write the word incisors on the board and then write biting beside it. Ask the students to use their tongue to feel the eight incisors in their own mouth.

Next ask them to feel the tooth next to the incisors. Ask them to suggest how it feels. They might describe it as being pointy. Ask the class if they have ever seen the pointy teeth that a dog has. Explain that they are called the canine teeth and that they are used for tearing food and that is why dogs have such big ones because they need to tear raw meat.

Explain that we have four canine teeth. Write the word canine on the board and write tearing beside it.

Next ask the students to describe how the rest of the teeth in their mouths feel. What sort of action do they normally do with the back and side teeth. The students might suggest that they chew food. Use your two fists to demonstrate the crushing and grinding action of the molars and pre-molars. Write both types of teeth on the board and the function of each.

Show a diagram or chart indicating the arrangement of the teeth in an adult mouth. A plastic model would be even better. Explain that the first set of teeth that children get are called milk teeth, that they have a different arrangement, and that they are normally replaced by adult teeth around the age of seven.

### Activity Four

Explain to students that if they do not brush their teeth at least twice a day everyday a sticky substance called plaque builds up on the teeth and between the teeth. This sticky substance feels very rough if you run your tongue over it. The plaque contains bacteria that react with food and sugar on the teeth and causes acid to be produced. The acid attacks the enamel on the teeth. This is called tooth decay. Eventually the acid eats it away to produce a hole in the tooth. When the nerve is exposed it is very sore and this is what causes toothache.

Ask the students to work in pairs to produce a flow chart showing the four stages leading to tooth decay and toothache. Ask them to write the preventative steps in a different color. Give the students five minutes to do this. Allow them to use their text books for spelling words and to identify the sequential process leading to the decay of the teeth. Remind students that they need to brush or massage their gums as part of the process of preventing tooth decay.



## Exemplar 5: Home Economics

### Activity Five

Ask the students to name some foods that would be good for their teeth. The students might mention apples or they might mention calcium rich foods. Explain that teeth need lots of calcium and vitamin D, also protein and vitamin C for healthy gums. Ask the students to list some foods that would contain these nutrients.

Suggest that the students write a healthy lunch menu for a school-going child that would be very good for his/her teeth. The students could do this as homework if there is insufficient time in class.

### Activity Six

This could also be given as a home work exercise or the students could do it working in pairs.

Write a shopping list of the essential items that would be needed to ensure good dental hygiene. Ask the students to write in the approximate cost beside each item. If this is done in class, or if it is done as homework and is being corrected in class the next day, be sure to show the students the receipts for the items that were purchased by the teacher as this helps their consumer skills and will make the prices more real.

## Exemplar 6: Home Economics

**Syllabus topic:** Safety in the home

Safety in the home

| Primary School Curriculum (5th and 6th classes)                              | Junior Certificate (Ordinary level)   | Junior Certificate School Programme   |
|--|---|---|
| <p><b>SPHE</b><br/>Strand: Myself<br/>Strand Unit: Safety and protection</p> | <p>Resource Management and Home Studies:<br/>Safety in the home : prevention of accidents</p> | <p>SPHE: Personal security and safety: identify and suggest different ways for promoting personal security and safety.<br/>Home studies: Home management and home maintenance</p> |

**Time scale:** The content of this exemplar should take one double class period of one hour and thirty minutes for a small group of four to six students.

With a large group (approximately 26 students) allow two double periods of one hour and twenty minutes and a ten minute 'recall of content' at the start of the second period.

### Potential areas of difficulty

- Understanding of the cause of accidents in the home
- Thinking through the consequences of an action
- Taking responsibility for situations arising in the home
- Reading safety information on various products or items
- Lack of awareness of the importance of reading and keeping instructions for utensils and appliances
- Poor motor skills leading to clumsiness in handling appliances using appliances
- Poor concentration
- Poor listening skills
- Poor memory
- Poor sensory response and lack of spatial awareness.

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### Strategies used in this exemplar

- Using questions to get the students to recall accidents that have happened in the home or that the students have heard about
- Using a press clipping from a local newspaper to encourage students to talk about accidents in the home
- Looking at a drawing of a dangerous scenario in a kitchen or home and coloring in the possible hazards
- Numbering the potential hazards
- Writing a short list of the main rules preventing accidents in the home
- Watching a short video on safety in the home
- Examining and identifying the contents of a first aid box
- Writing a short list of the contents of the first aid box
- Attempting the Junior Certificate Ordinary Level examination Question
- Accessing relevant websites

## Exemplar 6: Home Economics

### Resources

- Press cutting detailing an accident that happened in the home possibly taken from a provincial or local newspaper
- An enlarged drawing or sketch of a potentially dangerous situation in the kitchen or the home
- Coloring pencils, video on home safety, laptop and projector, home safety items from hardware store, a first aid box complete with it's contents, a white board and white board marker, photocopies of the examination question from the Junior Certificate Ordinary Level Examination, e.g. 1999

## Exemplar 6: Home Economics

| Suggested outcomes  | Supporting activities   | Assessment strategies  |
|---|---|--|
| <p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• imagine or remember accidents that they have witnessed in the home or that they have heard about</li> <li>• examine a sketch/drawing indicating a dangerous situation in the home and colour in and number the potential hazards</li> <li>• copy from the white board a list of rules to prevent accidents in the home</li> <li>• examine the contents of a first aid box, identify each item, and state its use</li> <li>• copy from the white board the basic contents of a first aid box</li> <li>• fill in the Junior Certificate Ordinary Level examination question, 1999 Section B.</li> </ul> | <ul style="list-style-type: none"> <li>• Introducing the lesson by inductively asking the students if an accident has ever happened to them in the home, or whether they have heard of accidents that have happened in the home</li> <li>• Using a press clipping from the local newspaper to highlight the fact that accidents can happen in any person's home</li> <li>• Examining a drawing of a potentially dangerous scenario in the home</li> <li>• Allowing the students three minutes to look quietly at the picture and to spot the hazards</li> <li>• Discussing the picture and the potential accidents</li> <li>• Allowing the students three minutes to color in the potential hazards and then to number each one</li> <li>• Finding out how many hazards were included in the picture</li> <li>• Writing six to ten simple rules that prevent accidents in the home on the white board</li> <li>• Students copying the rules into their copy books</li> <li>• Watching a video, accessing websites, having a visitor to classroom, examining safety devices for the home.</li> </ul> | <p>The teacher observes the ability of students to</p> <ul style="list-style-type: none"> <li>• answer inductive questions about accidents in the home and discuss the topic as part of a group</li> <li>• examine the drawing indicating potential hazards in the home</li> <li>• identify hazards, color them in, and number each hazard</li> <li>• write a short list of rules to prevent accidents in the home</li> <li>• copy a list correctly after participating in a class discussion</li> <li>• recognise and name items from the first aid box</li> <li>• state a use for each item</li> <li>• respond to exam question to indicate their level of understanding and knowledge.</li> </ul> |

## Exemplar 6: Home Economics

| Suggested outcomes | Supporting activities  | Assessment strategies |
|--------------------|--|-----------------------|
|                    | <ul style="list-style-type: none"> <li>• Examining the contents of a first aid box by identifying the items found in the Home Economics kitchen's first aid box</li> <li>• Stating a use for each item</li> <li>• Listing on the white board the contents of a first aid box and getting the students to copy this in their copy books</li> <li>• Answering the Junior Certificate Ordinary Level Section B examination question, 1999 or its equivalent.</li> </ul> |                       |

## Exemplar 6: Home Economics

### Activity 1

Students normally enjoy recounting tales of accidents that have happened in the home. They will know of cousins, neighbours, friends, etc. that have witnessed or experienced terrible accidents.

Be careful to structure the questions in a way that will facilitate students' responses, i.e. deal with accidents in the kitchen, then the bathroom, then the sitting room, etc. Try not to let any one student dominate the conversation. If students are slow to respond or unable to think of accidents in the home it may be a good idea to show a newspaper cutting from a local paper to encourage the flow of discussion.

This short introduction to the lesson and it should not take longer than five to seven minutes.

### Activity 2

Allow the class to work in pairs but give each student an enlarged photocopy of a drawing or sketch of a dangerous scenario in the home to ensure they all have a copy to paste into their copy books. Allow the students five minutes to look at the picture to point out the potential hazards that might be waiting to happen. Ask the students to color in the potential hazards. Provide plenty of coloring pencils to ensure there is no argument over the colors. Ask the pairs of students to number the hazards and to report the number of hazards they have found.

Most Home Economics text books or work books include black or white illustrations of the type of sketch/drawing that could be used. They can also be found in the Leaving Certificate Applied Hotel Catering and Tourism examination papers and work book.

### Activity 3

The students should now be able to list six simple rules on safety in the home. Ask them to suggest ways of preventing accidents in the home. Keep the points simple and brief. For example, if the students go into long winded explanations of the dangers associated with trailing flexes say, *'Yes, that is an excellent point'*, and write the following summary of the point on the board:

*'Keep long flexes well back from the edge of counter to stop children pulling them over.'*

Ask the students to copy down the six sentences and to give them the following heading:

**Rules to prevent accidents happening in the home**

## Exemplar 6: Home Economics

### Activity 4

Useful approaches for learning about prevention of accidents in the home.

- The teacher may have his/her own preferred video on home safety. Videos are available commercially from some security firms, fire safety, and insurance companies.
- The following websites are also very useful. Some contain accessible and effective information for young people, including games which would provoke plenty of discussion and are excellent learning aids. The students do not seem to have difficulty concentrating on the material and it is very good to use different activities in the Home Economics kitchen.

<http://www.riskwatch.org/index.html>

<http://www.fire.org.uk/kids/home.htm>

<http://www.fire.org.uk/comedu.htm>

<http://www.firekills.gov.uk/index.htm>

<http://www.nfpa.org/index.asp?cookie%5Ftest=1>

<http://www.sparky.org/>

#### Note

Have the video/ Laptop + projector set up before class begins to avoid wasting time and to deny students an opportunity to misbehave.

- The Local Fire Authority may be happy to send someone to give a talk on Home safety to the group. This is also an excellent, interactive and interesting approach to the topic of safety within the home and allows the visiting personnel to prepare for the ages and abilities of the class group.
- An alternative activity would be to examine some safety equipment for the home, for example safety catches, socket covers, door stoppers, appliance locks, corner covers, a stair gate, etc. The equipment should be available from hardware stores.
- If equipment is unavailable, or unsuitable for the classroom, try to show pictures of them in catalogues. Discuss the cost involved in purchasing the equipment.

## Exemplar 6: Home Economics

### Activity 5

#### **Examining the contents of a first aid box.**

Hold up the closed first aid box and ask the students to name what they would expect to find inside. The students might list a variety of contents. Open the box and ask the group to name each item and to state a use for it. Ask the students why it is a good idea to have a first aid box in the house and to discuss where it should be stored.

### Activity 6

Ask them to call out the ideal contents of a first aid box and write these on the board. The students copy the list in their copy books and write the title. It might be a good idea if students drew a picture of the first aid box to make the list more meaningful to them and to help them to remember the information written on the page.

### Activity 7

Students answer the Junior Certificate Ordinary Level Section B examination question, 1999, or part of the question on *'safety in the home'*, in class or for home work, depending on the time available.

It would be a good idea to allow students to work in pairs if they are in first year or second year but students in third year should attempt answering the questions independently. Some students will need one-to-one help and it would be helpful to walk around the group while they are working to help those that may be having difficulty. In the main, the question covers the content of the lesson, but also asks for some additional information. The question could be photocopied and the relevant parts cut and pasted to make it suitable for the particular group of students.