

**AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA**

**THE JUNIOR CERTIFICATE**

**HOME ECONOMICS**

**GUIDELINES FOR TEACHERS**

## THE JUNIOR CERTIFICATE

### AIMS AND PRINCIPLES

The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in the community and for leisure.

The Junior Certificate programme aims to

- reinforce and further develop in the young person the knowledge, understanding, skills and competencies acquired at primary level;
- extend and deepen the range and quality of the young person's educational experience in terms of knowledge, understanding, skills and competencies;
- develop the young person's personal and social confidence, initiative and competence through a broad, well-balanced general education;
- prepare the young person for the requirements of further programmes of study, of employment or of life outside full-time education;
- contribute to the moral and spiritual development of the young person and to develop a tolerance and respect for the values and beliefs of others;
- prepare the young person for the responsibilities of citizenship in the national context and in the context of the wider European Community.

The Junior Certificate programme is based on the following principles:

- breadth and balance: in the final phase of compulsory schooling, every young person should have a wide range of educational experiences. Particular attention must be given to reinforcing and developing the skills of numeracy, literacy and oracy. Particular emphasis should be given to social and environmental education, science and technology and modern languages.
- relevance: curriculum provision should address the immediate and prospective needs of the young person, in the context of the cultural, economic and social environment.

- quality: every young person should be challenged to achieve the highest possible standards of excellence, with due regard to different aptitudes and abilities and to international comparisons.

The Curriculum should provide a wide range of educational experiences within a supportive and formative environment. It should draw on the aesthetic and creative, the ethical, the linguistic, the mathematical, the physical, the scientific and technological, the social, environmental and political and the spiritual domains.

4. Each Junior Certificate syllabus is presented for implementation within the general curriculum context outlined above.

# **JUNIOR CERTIFICATE**

## **HOME ECONOMICS**

### **GUIDELINES FOR TEACHERS**

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## FOREWORD

The Junior Certificate programme came into operation for the first time in September 1989, with the first examinations in 1992. The process of curriculum reform was marked by a phased programme of syllabus revision and accompanying support for teachers through in-service courses and teaching guidelines.

Ten subjects were involved in the first phase of syllabus revision. The second phase contains six subjects – Environmental and Social Studies, Home Economics, Materials Technology (Wood), Music, Technical Graphics and Typewriting.

Syllabuses have been devised by course committees established by the National Council for Curriculum and Assessment. These course committees were also responsible for drawing up Guidelines as aids to teachers in interpreting and implementing the syllabuses.

These guidelines are not prescriptive. Each teacher is free to choose his or her preferred teaching methodology for the achievement of the specified objectives and desired outcomes of each syllabus. These guidelines offer some suggestions which may be of further help to teachers. Particular attention is paid to aspects of the new syllabus with which some teachers might not be very familiar.

The guidelines are but one part of an overall programme of support for teachers. It is envisaged, for example, that in-service courses will focus on many issues raised in the guidelines.

Some general features should inform the teaching and learning associated with the new syllabuses –

- each syllabus should be taught with conscious reference to the overall aims of the Junior Certificate programme (see inside front cover). Numerous opportunities exist for cross-curriculum linkages and these should be exploited.
- teaching practice should highlight the economic, social and cultural implications of Ireland's membership of the European Community and the challenges and opportunities which this provides within a wider context of citizenship.

- where they arise, issues related to the environment should be treated in a balanced fashion as between the need to conserve and protect the natural environment and legitimate demands of economic development and industrial activity.

## JUNIOR CERTIFICATE

### HOME ECONOMICS

#### Guidelines for Teachers

#### 1.0 Introduction

1.1 The Junior Certificate Home Economics syllabus has been designed to prepare people in the important skills of living, as individuals and as members of a family. These skills will be of value in the establishment of a stable home environment and in employment and community-related activities. The syllabus is structured in order to provide a variety of learning experiences, e.g. creative, managerial, and technological.

1.2 Particular emphasis is placed on problem-solving and discovery learning with specific reference to two key concepts:

- consumer competence
- personal management

1.3 The Guidelines suggest an activity-based approach to teaching. Integration is encouraged between the five areas of study set out in the syllabus:

- Food Studies and Culinary Skills. Consumer Studies
- Social and Health Studies
- Resource Management and Home Studies
- Textile Studies

1.4 At all times, the syllabus stresses the fact that Home Economics is a practical subject and this should be apparent in all teaching activities.

1.5 Home Economics teachers are encouraged to liaise with teachers of other subjects where there are areas of common interest. Subjects such as Science, Business Studies, Art/Craft/Design and Geography are particularly rich in opportunities.

## 1.6 Levels

The syllabus will be assessed at two levels, Ordinary and Higher. The course may be taught at both levels within the one class grouping if required. The range of topics is broadly the same at both levels, differentiation being largely distinguished by extent and depth of treatment. Within the guidelines, however, underlined sections indicate material intended for Higher Level only.

## 1.7 Exemplar Tasks

These are designed to introduce a variety of teaching strategies appropriate to the various aspects of the course. They also indicate the standard of pupil performance generally expected. Teachers may use the tasks to amend them as suited to their needs.

## 1.8 Time Allocation

The recommended weighting of time indicated in the syllabus itself is based on a notional overall time allocation. This overall figure will vary from school to school, but the weighting given to Different aspects of the course should apply in all cases.

## 1.9 Gender Equity

Both syllabus and guidelines are designed with all students in mind. Conscious effort should be made by school authorities and by teachers to ensure that Home Economics is offered and taught without gender bias.



**2. FOOD STUDIES AND CULINARY SKILLS**  
(underlined material for Higher Level only)

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
The relationship between food and health	Food: a basic requirement for healthy living  Need: Why eat?  Eating habits – Availability/lifestyle/ <u>culture</u>	List functions of food. Discussion on eating patterns - eating regularly - snacking Emphasise the importance of good eating patterns and health. Project on food from different countries.
Nutrition & Diet	<ul style="list-style-type: none"> <li>• Specific dietary needs</li> <li>• The essential nutrients</li> <li>• Sources and functions</li> <li>• <u>Recommended daily amount</u></li> <li>• Effects of deficiency</li> <li>• Current dietary guidelines</li> <li>• What constitutes a balanced diet</li> <li>• <u>How food is digested</u></li> <li>• <u>How food is absorbed through the digestive system</u></li> <li>• <u>Definition of an enzyme</u></li> </ul>	<p>Survey eating habits of class Examine ‘snacking’ habits</p> <p>Emphasise balance and get students to study own dietary needs by planning suitable daily ‘eating’ routines Case studies on deficiency of main nutrients.</p> <p>These activities should take cognisance of current guidelines. Examine various diets for balance.</p> <p>Look at labelled drawing of digestive system and trace the breakdown of food through the digestive system.</p>
Food Hygiene	<ul style="list-style-type: none"> <li>• Basic requirements for healthy living</li> <li>• Hygienic practices related to food</li> <li>• Preparation and storage.</li> <li>• <u>Causes and prevention of food poisoning.</u></li> <li>• Understand concept of ‘ acceptable levels of contamination’ with special reference to materials, equipment and surfaces.</li> <li>• <u>Basic knowledge of common bacteria – Staphylococcus, salmonella, listeria, botulism.</u></li> </ul>	<p>Compile a set of guidelines for Personal Cleanliness and Kitchen Hygiene.</p> <p>Discuss the fact that there are bacteria everywhere and that proper handling and hygiene is essential to prevent food contamination</p>
Food Storage	<ul style="list-style-type: none"> <li>• How food should be stored.</li> <li>• <u>Food spoilage: What causes it?</u></li> <li>• Storage of perishable/non-perishable foods.</li> </ul>	<p>Task: apples – oxidation. Evaluate the food storage areas in the home and list what foods are stored there and why. Stock, care and maintain the food storage areas</p>

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
Food Processing	<p>Why is food processed?</p> <p>Common methods of food processing</p> <p><u>Legislation regarding standards and labelling.</u></p> <p><u>Additives and why they are used.</u></p> <p><u>Positive/negative effects of additives.</u></p> <p>Availability and use of processed foods, i.e convenience foods, frozen foods. Advantages and disadvantages of processed food.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast pupil prepared food with commercial equivalent.</li> <li>• Examine the weekly shopping list. List foods which have been processed and understand why.</li> </ul> <p>Examine the cost of added convenience foods.</p> <ul style="list-style-type: none"> <li>• Examine pupils' best use of convenience foods in the home and the classroom. Allow pupils to integrate the use of processed foods where appropriate within recipes. Identify information re EC directives on food labelling etc.</li> </ul>
Food Choices	<p>Emphasis on 'average balanced diet'</p> <p><u>Awareness of particular needs – age group, special diets – diabetic, celiac, obesity, vegetarian.</u> How to prepare shopping list, quantities, time-plan and costing.</p>	<p>Plan daily/weekly menus in the context of family resources</p> <ul style="list-style-type: none"> <li>- money</li> <li>- equipment</li> <li>- time</li> <li>- ability to cook</li> <li>- variety</li> </ul> <p>Emphasis on nutritional balance. Gather information about their own nutritional needs. Suggest a diet to meet their needs. Identify a special need and suggest a diet to meet their special needs. Plan, cook and present a selection of dishes to illustrate needs</p>
Meal Planning	<p>Resources affecting meal-planning – time, money, availability, quantity, equipment, season, choice, lifestyles and taste. Individual and family needs. Understanding the food groups. <u>Food composition.</u> Outline composition of meat, fish, cheese, milk, eggs, fruit, vegetable and cereals.</p>	<ul style="list-style-type: none"> <li>• Assignments for breakfasts, lunches, dinners etc. for various needs.</li> <li>• Plan, prepare, cook and cost a range of meals including reference to budgets, season availability. Use of work cards for work plans and processes</li> </ul>
Food Preparation	<p><u>Adapting recipes to dietary goals.</u> Interpretation of recipes. Skills required for all cooking processes.</p> <p><u>Principles of each of the cooking processes</u></p> <p>Knowledge of methods suitable for different foods and understanding why this is so in relation to nutritional and menu factors e.g. cuts of meat</p>	<p>Food preparation skills. Incorporate all basic practical skills used in the preparation of food using various processes.</p> <p>Pupils will prepare and cook dishes to incorporate the various methods as an element of the assignments.</p>

	<p>Classroom assignments should be planned to incorporate as many basic recipes as possible in the context of</p> <ul style="list-style-type: none"> <li>- food choices</li> <li>- food hygiene</li> <li>- modern dietary habits</li> <li>- special needs</li> <li>- family resources</li> </ul> <p>Recipes should not be isolated from dietary needs.</p> <p>Recognise the changes that occur in food during cooking.</p>	<p>Projects on various diets for</p> <ul style="list-style-type: none"> <li>(a) babies</li> <li>(b) small children</li> <li>(c) old people</li> <li>(d) people recovering from illness – convalescence</li> <li>(e) vegetarians</li> <li>(f) diabetics</li> <li>(g) coeliacs</li> <li>(h) adolescents</li> </ul> <p>Set of menu cards made by the students to include dishes mentioned above.</p> <p>Cover design to be included on each menu presentation.</p> <p>Plan a class project where a limited number of foods are cooked by as many methods as possible</p> <p>Compare and evaluate each method for each food in relation to nutritional balance and good dietary practice.</p>
Kitchen Equipment	Choice, use and care of equipment used for food preparation	Integrate with Consumer Studies Evaluate efficiency, value for money, frequency of use.
Food Presentation	<p>How to cook and present food in order that it is</p> <ul style="list-style-type: none"> <li>(a) visually aesthetic</li> <li>(b) palatable</li> <li>(c) digestible</li> <li>(d) nutritional</li> <li>(e) safe and free from bacteria and parasites.</li> </ul> <p><u>Awareness of the commercial presentation of food.</u> <u>Knowledge of skills are required to present food in a visually attractive, digestible, nutritional manner.</u> <u>Relate to food hygiene.</u></p>	<p>Encourage creativity in food presentation and in table-setting.</p> <p>Relate presentation to class assignment – allow class to choose a dish which looks good in a recipe and attempt to reproduce same.</p>

**3. CONSUMER STUDIES**

(underlined material for Higher Level only)

### 3. CONSUMER STUDIES

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
Being a consumer in Contemporary Society	What is a consumer? Why consumers need to be informed How consumers are informed. Consumer rights and responsibilities	Initiate discussion on being a consumer Relate to the various aspects of Home Economics e.g. Food, Textiles, Household goods and services
Consumer rights and protection	Why it is necessary to have protection for the consumer. How it is provided. <u>Statutory and non-statutory agencies.</u>	Case studies and examples. Group discussion on sources of consumer information. Students could prepare a file on consumer information for use as a resource throughout the course.
Consumer Legislation	Awareness of the rights of the consumer. How to choose a course of action if rights have been infringed.	List the agencies and discuss their function and effectiveness
Consumer Behaviour	Making a complaint. When? How? Pupils should know the correct procedure in making a complaint.	Each pupil to prepare a written and oral complaint using hypothetical situations – roleplay.
Money Management Budgeting	<u>Refer to and apply management principles e.g. apply knowledge and decision-making skills where money is a resource.</u>  How to plan personal/household budgets i.e. identifying needs and priorities for the various individual and households.  How to devise and keep a household file for receipts, guarantees, bills etc.	Discuss the various sources of income. Apply different case studies for teenagers and adults.  Divide class into small groups and give each a different situation to examine the needs/priorities/values of the various situations. Report back and analyse using problem-solving method. Plan a personal budget for a school outing. Design a filing system to suit a particular need
Factors affecting the Consumer	Factors affecting consumer decision-making. Internal and external factors e.g. peer pressure, marketing, values, presentation. Value for money. Role of advertising. Positive/negative effects.	Analyse the various forces impinging on the consumer. Analyse advertisements and media used, T.V., radio, magazines, etc. Roleplay in order to decide on the effects of different types of advertising on the consumer.

<b>CONTENT</b>	<b>EXPECTED KNOWLEDGE &amp; UNDERSTANDING</b>	<b>SUGGESTED ACTIVITY</b>
Quality Assurance Quality Control	Recognition and understanding of Quality Assurance Marks. Importance of quality and standards in goods and services e.g. Labelling, Date Marking, Guarantees, Packaging.	Examine and evaluate products in order to alert the pupils to the idea of quality. Relate to various areas of Home Economics. Enumerate the products that have obtained the Q mark.
Shopping	Outlets Methods of shopping Methods of payment Shopping guidelines	Distinguish between needs, wants and priorities when shopping. Evaluate the different types of outlets.

**4. SOCIAL AND HEALTH STUDIES**  
(underlined material for Higher Level only)



CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITIES
The Family	The family in society Definition and types. <u>Social, cultural and economic factor's influencing family life.</u> The role of individuals within the family with emphasis on adolescence.	Discussion on similarities and differences in families. Basic family needs – Food, Clothing, Shelter and Personal Relationships
Stages of development	Sex education. Outline study of human development from conception to adulthood – mental, physical and social growth.	Case studies of families at various stages of development. (Refer to school ethos and Department of Education guidelines).
Parenthood	The role and responsibilities of parenthood.	Discussion on responsibilities of adulthood and parenthood
Adolescence	The development stages of growing up (physical, emotional, social and moral dimensions).	Make a list beginning with those that describe a person. Identify, personality, individuality. Stereotyping. Interview each other. Discuss your similarities and your differences.
The adolescent in modern day society.	Influences, relationships, behaviour.	Profile of adolescent.
Gender Equity	Identify areas where boys and girls are treated as equals and areas where they are not – home, school, work and community.	Discuss gender equity and what it means to you (a) at home, (b) at school, (c) in your community. Give examples of each. Discuss the effects of unequal treatment.
Social Skills	<u>Norms of behaviour- Define norm – acceptable and expected behaviour- Awareness of other peoples needs.</u>	Identify social skills that are acceptable behaviour in our society. Discuss the problems that arise if these skills are not used. Role-play – Handling Conflict. Handling Correction
The concept of health and how it effects our well-being	Health and body maintenance. – <u>Identify the various systems of the body and their position and how they function.</u>	Look at simple diagrams of the systems of the body – – the Circulatory system, - the Respiratory system, - the Digestive system.  Identify the main organs and outline their functions.

	<p>How to care for the skin, hair, nails and teeth. Personal cleanliness. Keeping fit. Leisure. Causes and effects of good and bad health. Emphasis on maintaining a healthy lifestyle.</p>	<p>Group-work, research and discussion on necessity of hygiene, sleep, exercise.</p> <ul style="list-style-type: none"> <li>• The importance of hobbies/interests and the relationship to physical and mental health.</li> <li>• How to use leisure time effectively.</li> <li>• How to avoid stress</li> <li>• Integrate with other areas of Home Economics</li> </ul>
Health Hazards	Harmful effects of drugs, alcohol, tobacco.	<p>Make a list or draw a chart on what constitutes a 'healthy lifestyle'. Draw up a health promoting campaign for your school.</p>

**5. RESOURCE MANAGEMENT AND HOME STUDIES**  
(underlined material for Higher Level only)

<b>CONTENT</b>	<b>EXPECTED KNOWLEDGE AND UNDERSTANDING</b>	<b>SUGGESTED ACTIVITY</b>
Management	Definition of management. Characteristics of a manager e.g. bank, school, sports manager, factory. Identify resources related to the home.	Using the concept of management compare and contrast the responsibilities of a home manager with 'other' managers.
Management Principles	Making a decision. Making a choice. Planning, organizing, evaluating.	Make out a work-plan for a typical day in your house. Daily demands etc
Home Management	Definition of Home Management. to plan and organise the day-to-day running of a home.	List the main functions of the home manager daily/weekly.
The effects of good management on family life	The application of the management principles to the home.	Make out a work-plan for a typical week in your house. Weekly demands etc.
Shelter-Physical/Psychological	Definition of shelter. Shelter as a basic need. The 'concept' of home as a place which meets physical, psychological and social needs.	Discuss the different types of shelter/housing. Identify how the home meets an individual's shelter needs.
Design in the Home	<u>Design principles</u> -colour, balance, rhythm etc. Simple lay-outs of the various areas of the house e.g. bedroom and <u>apply the design principles to this area and consider the relationship between layout add design for particular needs.</u>	Concept of 'home' with emphasis on the people in the home. Case study for design briefs e.g. plan a lay-out for a bedroom. Choose a colour scheme and contents and give functional/aesthetic reasons for choice.
Safety	Causes and prevention of accidents in the home. People and organizations who look after our safety.  How to apply safety rules in the house.	Case studies of accidents in the home. Simple survey in class to establish how often accidents happen in the home. Compile a list of safety precautions for the home. Be aware of the fire-drill procedure and practice it.
First Aid	Rules for First-Aid. Procedures for simple accidents in the home - burns, scalds, choking, cuts, falls, poisoning.	Make a simple first-aid kit and fill with suitable contents. Roleplay for accidents
Household Resources	Choice, use and maintenance of appliances. Choice and use of cleaning agents	Simple research to test and evaluate products used to carry out household tasks. Discuss essentials and luxuries in relation to equipment, cleaning agents and appliances.
Technology in the Home	<u>Application of technology in the home. New machines and equipment designed for the home for labour-saving purposes.</u> <u>Evaluation of equipment.</u>	Investigate the use of technological equipment including computer in the home. Investigate changes in the last 50 years.

CONTENT	EXPECTED KNOWLEDGE AND UNDERSTANDING	SUGGESTED ACTIVITY
Services and Home Maintenance	Electricity, gas, water etc. Source, function, <u>working principles</u> and maintenance.	a) Wiring a plug and replacing a fuse in a plug b) Unblocking a sink c) Replacing a bulb d) Procedure for coping with gas leak e) Procedure for coping with water leak, e.g. burst pipe.
Your Home Environment	Community services and amenities. Statutory/Voluntary	Make a list of those in your area and discuss how well your area is catered for.  Write a paragraph to describe the area where you live.
Environmental Issues	Pollution, waste disposal, <u>depletion of ozone layer</u> . Hygiene in the home	Investigate the possible causes of pollution in your area, if any. Plan a recycling awareness campaign for your school. Discuss hygiene in the home

**6. TEXTILE STUDIES**  
(underlined material for Higher level only)

CONTENT	EXPECTED KNOWLEDGE & UNDESTANDING	SUGGESTED ACTIVITY
Uses of Textiles Clothing/ Household	<u>Function</u> : Basic needs -warmth, protection. <u>Choice</u> : cultural, aesthetic, <u>historical</u> , economic factors	Analysis of personal items of clothing. Observation of fashion trends and how these are influenced. Link to <u>Consumer Studies</u> . Discuss fashion advertising. Examine the link between clothing and hygiene. Suggest a health and hygiene routine.
Household Use	Soft furnishings, carpets, rugs, bed linen. Function and choice	Identify the areas where textiles are used in the home. Integrate with resource management. Make a fabric collage.
Design and Fashion	<u>Basic understanding of simple design principles</u> . (Ref. Resource Management). Colour, balance, texture, form and shape. <u>How the Fashion Industry determines fashion trends</u> . How the individual is influenced by media values, personal choice etc	Simple research of fashions in vogue. Build up a fashion scrap-book. Design an outfit for a particular purpose
Textiles and the Consumer	Consumer decision-making in relation to textiles. <u>How to develop 'good' dress sense and understand fashion trends</u> . How to cultivate 'fashion flair' Finding a personal style - encourage development of a confident self-expression in dress.	Select an outfit for an occasion with a budget in mind. Consider suitability for your complexion, size and shape
Fabric Composition	<u>Natural Fibres</u> List the natural fibres -Animal/Veg <u>Brief outline of origin and properties</u> . Fabric test -to include <u>simple identification test e.g. burning test</u> .  List the regenerated and man-made fibres e.g. rayon, nylon, polyester, acrylic.  Brief outline of origin and properties	Display of personal and household items Fieldwork, where appropriate: visit to tweed factory, woollen mills, fabric shop.  Examine a sample of each fabric and evaluate their use in clothing  Analysis of suitability of clothes to the purpose e.g. clothing for sport, climate etc.
Fabric Construction	Basic understanding of how fibres become fabrics. <u>Knitted Fabric Basic knowledge of woven fabric/ non-woven and knitted fabrics</u> . <u>Characteristics and uses of</u> .	Example of personal and household items.  Demonstrate fabric construction using practical examples e.g. card/frame weaving

CONTENT	EXPECTED KNOWLEDGE & UNDESTANDING	SUGGESTED ACTIVITY
Fabric Finishes	<p>Outline of the need and use of different finishes e.g. dyeing, water proofing, moth proofing and flame retardant, stain resistant, crease resistant.</p> <p>(Students not required to know the chemical processes involved in each finish).</p> <p>Technology and Textiles</p>	<p>Examine care labels for reference to different fabric finishes. If facilities allow, pupils may experiment with different dyes e.g. plants/herbs, fabric crayons and other commercial dyes.</p>
Care and Maintenance of Textiles	<p>Relate care and maintenance to composition and special finishes of fabric. Care labelling.</p>	<p>Reading and identifying labels on personal clothing. Using different wash programmes. Design a care label for textile items.</p>
Detergents	<p>Choice and use as related to fabrics. Washing and cleaning processes. Use of washing machine, dryer and iron. Stain removal. Use of commercial products.</p> <p>Awareness of the environmental effects of detergent.</p>	<p>Investigate range of washing products including commercial stain removers.</p>
Textile Skills	<p>Handling Textiles, Identification of selvedge, straight of grain. Choice and use of basic sewing equipment. Cutting out fabric to a pattern. Simple handsewing processes.</p>	<p>Pupils design and make a simple household item using basic stitches. Encourage creativity and hobby aspect throughout the process.</p>
The Sewing Machine	<p>Using the sewing machine as a resource. Each pupil should be able to operate the sewing machine.</p>	<ul style="list-style-type: none"> <li>• Setting up</li> <li>• Threading to include regulation of tension</li> <li>• Straight-stitching and one finish.</li> </ul> <p>Pupils will make a simple item of clothing in the process of using the machine</p>



## **7. OPTIONS**

## 7.1 CHILDCARE

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
Facts of Life Child Development	Basic understanding of child development to include the physical, mental and emotional aspects during the formative years.	Trace the growth and development of a baby from conception to birth  Trace the growth and development of a child during the first years of life with particular emphasis on
How and why a Child grows	Physical development.	(1) physical development, e.g. teeth, vision, speech,
Genes and Temperament Actions and Reactions	Emotional development.	(2) emotional development, security, discipline, love and affection.
Genes and Environment	Mental development. Intellectual development	Stages of awareness. How and when a child uses the mind to learn, talk, explore, play, do things, read etc. Discussion: How do children learn the necessary social skills?  Where possible a case study could be observed where behaviour and development could be noted.  Examine a creative toy/book designed for a young child and describe why it should encourage the child to learn
Food and Nutrition	What constitutes a balanced diet. Food choices for children	Examine commercial baby foods and survey their nutritional aspects. Compare with home-made foods. Design a menu for one day for a 6-month old baby. Prepare packed lunch for school-going child.
Hygiene and Safety	Prevention of infection. The importance of food hygiene. (Link to Food Studies and Resource Management ). Prevention of accidents with young children	
Clothing	Link to Textiles and safety in the home	Examine children's clothing for comfort, fit and care.
Health-Care Facilities	Awareness of function of clinics, public health facilities, voluntary organisations, community services	Carry out a survey of the various health facilities in your area
The Special Child	<u>Children with special needs. Basic knowledge of the common types of physical and mental handicaps</u>	Make a list of the different organisations whose aim is to help the handicapped child and their families.

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
The Family and the Law	<u>Simple understanding of parental legal duties towards children.</u> <u>Discussion on: Organisations and institutions involved with the family.</u>	Discussion on  (a) caring for a child (b) providing protection (c) legal responsibility  Name an organisation which provides help to a family which is under stress

## 7.2 DESIGNS AND CRAFTWORK

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
Crafts in Ireland	Introduction to a wide range of traditional and contemporary crafts	Examine and identify samples of craftwork e.g. crochet, knitting, lace embroidery etc. Complete individual or group project on a craft of choice
The Craft Industry	<u>Outline the economic and aesthetic values of the craft industry</u>	Visit any local cottage industry. Interview craftworkers or/and people who make/produce crafts as a hobby  Visit local craft shops and evaluate crafts on sale.
Contemporary Crafts	Use and function of Contemporary Crafts e.g. Machine Embroidery	Produce a household craft using textiles.
Craft Skills	Individual or group research (any one craft) in depth. (This craft must be textile-based	Pupils research and produce one craft idea of their choice. Appropriate manipulative skills should be applied to the production of the chosen item.

### 7.3 TEXTILE SKILLS

CONTENT	EXPECTED KNOWLEDGE & UNDERSTANDING	SUGGESTED ACTIVITY
Commercial Patterns	<p>Choice and use of commercial patterns. Interpretation and understanding of pattern information e.g. size, symbols etc</p> <p><u>Simple alteration of pattern pieces e.g. length.</u></p>	<p>Examine various patterns for reference to size, suggested fabrics etc</p> <p>Discussion on choice of pattern - considering suitability for size, shape, age, lifestyle, fabric etc.</p>
Clothing Construction and use of sewing machine	<p>Use of patterns to make one/two items of clothing - these items should be more advanced than those undertaken in the core area of textile studies.</p>	<p>Pupils will choose appropriate pattern and fabric and complete the following</p> <ol style="list-style-type: none"> <li>a) layout</li> <li>b) cut-out</li> <li>c) fit and alter</li> <li>d) construct</li> </ol>
Textiles and Designs	<p>Apply the principles of design to the choice and use of fabrics. Consider and apply design factors in the use of decorative finishes on clothing.</p>	<p>A range of decorative finishes may be experimented/examined with a view to enhancing the finished items produced in order to encourage creativity and individualism e.g. machine embroidery, use of bias-binding as a decorative feature, patches, logos, motifs.</p> <p>Visit local clothes shops, boutiques, chain-stores. Examine fashion magazines to establish current trends in clothing decoration.</p>
Textile Industry	<p><u>Awareness of national and local textile industry/Ragtrade. Outline of Economic, Aesthetic and Vocational aspects of textile industry.</u></p>	<p>Visit any local textile factories. Project work on national dress, fashion designers or textile designers</p>

## **8. EXAMPLAR TASKS**

## **EXEMPLAR TASKS**

### **Introduction**

These exemplar tasks are designed to cover selected aspects from the syllabus.

These tasks illustrate some ways in which the syllabus may be taught. Practical activities and discovery learning are features of most of the tasks. Many of the tasks involve aspects of more than one of the areas of study: for example, elements of Food and Culinary Studies may be combined with Consumer Studies and with Resource Management. This reflects the integrated nature of the course.

The Assessment Objectives of the course, as printed in the syllabus, should always be borne in mind when planning teaching activities. These are reproduced below

On completion of the course pupils will be required to demonstrate:

- a satisfactory knowledge of the principles, terminology, facts and theories contained in the syllabus;
- practical skills, including the use of tools and equipment;
- procedural skills, including the ability to follow instructions given in written, oral or graphic form;
- the ability to obtain, record and interpret data (including the ability to weigh and measure accurately) and to translate data from one form to another;
- the ability to carry out, with appropriate guidance, a task from conception to realisation involving any or all sections of the syllabus;
- the ability to carry out practical assignments in the area of culinary skills.

## EXEMPLAR TASKS - FOOD

### (i) **SURVEY**

Find out the price of the following 10 foods in 3 different shops. If possible, visit a large supermarket, a mini-market and a small shop. Find the price of the cheapest brand of each food.

CORNFLAKES, BUTTER, SLICED PAN, TIN OF BEANS,  
SUGAR, MILK, BISCUITS, BANANAS, TOMATOES, EGGS.

Interview people in your local shopping area about the shops that they use and why they prefer them.

When you write up your results you could note any differences between, the preferences of:

- (a) young and older people
- (b) people with and without cars
- (c) children

How do small local shops compare with supermarkets for popularity?

Discuss: Do people really save money in a supermarket, or do they buy more food and eat more expensively because there is so much to choose from?

Write up your results and explain what you have found out.

### (ii) **FOOD TESTS**

Testing food is very important to maintain quality. It is useful in cooking to know how acidic food is.

Fill in the following blank spaces:

Acid foods taste \_\_\_\_\_

If food is very \_\_\_\_\_ it may curdle milk, cream and egg mixtures.

It can also \_\_\_\_\_ your teeth.

The opposite of acid is \_\_\_\_\_

To test food accurately for acidity, you can test it with indicator/ litmus \_\_\_\_\_.

The \_\_\_\_\_ changes colour according to the \_\_\_\_\_ of the food it touches.

The test scale is known as the \_\_\_\_\_ and ranges from 1 to \_\_\_\_\_.

### **Experiment**

Show how you test a piece of food for acidity using indicator paper. Draw a results chart for your experiment. Include the results of other people in the class if they tested different foods.

- (a) As acid helps to tenderise meat, why are tomatoes used in casseroles?
- (b) Jam made from acid fruits sets more easily. Find out from a recipe book which fruits are rich in acid.
- (c) Acid foods protect Vitamin C. Which acid foods could you put in a salad dressing to prevent loss of Vitamin C in the salad ingredients?

### (iii) **INVESTIGATION**

When most protein foods are heated, the protein coagulates (sets). Different cuts of meat need to be cooked in different ways.

- (a) Why are some cuts of meat more tender than other cuts of meat?
- (b) Why is rump steak so much more expensive than shin beef?
- (c) Why are long, slow, moist methods of cooking often suggested for tough meat?
- (d) Why is it important to wash the chopping board after chopping uncooked meat before placing cooked meat onto the board?

Looking at the label of an egg carton answer the following.

- (a) When do you think these eggs were laid?
- (b) When were the eggs packed and when should they be sold?
- (c) How many days are allowed between packing and selling?



### **Assignment**

Suggest an egg dish for each of the following people (a) an elderly person, (b) a teenager, (c) an overweight person.

What other foods could you serve with this dish?

Write a sentence about why you chose this dish.

How should eggs be stored?

#### (iv) **DISCOVERY LEARNING**

Mince is one of the cheapest meats but it can be very versatile. Collect a number of recipes for dishes in which mince is used. Prepare one of these dishes and serve it as part of a two-course lunch for two/four persons.

Discuss the various meals produced. Compare recipes of the different dishes with regard to (i) ingredients, (ii) preparation time, (iii) cooking method, (iv) nutritional content and (v) cost. Note how much the accompaniments added to the price of the meal. Compare the fat content of the various minces used.

### **Assignments**

Using a microwave oven, prepare, cook and serve an attractively garnished breakfast dish of scrambled eggs for two people. Repeat this process using a saucepan and a bob. Prepare a written report explaining which of the methods you found to be better, taking into consideration the preparation time and the finished result. Serve the meal to members of your class. Discuss the results of the two methods of cooking. Collect comments from the class on texture, flavour and colour.

We are constantly being made aware of the dangers of using too much animal fats in our diet. As a result, manufacturers are putting more and more different types of fat products or a larger variety of products made from vegetable and animal fats on the market.

Choose 2 different soft margarines or low fat spreads that are suitable for baking and use them to prepare a basic Victoria Sandwich Cake in order to discover which you could recommend to a family that likes cakes but is conscious of cholesterol intake.

Have a class discussion on the finished result. Name some other dishes where the creaming method can be used. Conduct a survey to find out if people prefer margarine or butter and why?

Foods rich in fibre are important for good health. Find out (a) why, (b) foods in which fibre is found, (c) how fibre works in the digestive system. Devise a week's menu explaining how you could increase the fibre in your own diet.

Current nutritional guidelines encourage us to reduce our fat and sugar intake and increase our fibre intake.

With your own family in mind prepare a set of guidelines for your household with a view to improving their diet. Prepare menus for one day that take these guidelines into consideration.

## Exemplar Tasks - Consumer Studies

Discussion: What factors affect one's eating habits. Draw up a list.

Is there anyone in your household with bad eating habits? Why?

Survey: Divide class into groups. Survey the diet of the students in your group. Compile a chart of the average teenager's diet. Make a list of teenage fad foods. Identify adequate nutrients within these foods and identify nutrients missing in these foods.

Problem-solving: Compile an easy-to-use alternative diet chart based on sound nutritive principles that would be attractive to the average teenager.

Assignment: Each student is allocated a set amount of money with which to do one of the following:

1. Buy an outfit for summer holidays.
2. Plan a weekend break with a group of friends.
3. Buy sports equipment for yourself.
4. Organise a surprise meal for a family occasion.

Draw up a plan of action, investigate alternatives and give details of how you would spend the money and why.

### Discussion

Students are allocated a set amount of money and additional hypothetical information for each individual.

Make out a spending plan for an average teenager for one week. Additional (unexpected) expenses may be introduced in order to see how students would react and adjust plans.

Discuss:

- (i) the types of record system which might be used,
- (ii) the types of expenses a teenager might incur,
- (iii) the types of emergencies which might occur.

Survey: Survey your family's experience of returning defective goods. How many complaints had positive results?

Imagine yourself in one of the following situations

- (i) your new anorak is not shower proof as stated on the label
- (ii) you are ill having eaten some canned food you suspect was contaminated
- (iii) your week-old personal stereo is defective.

Explain the course of action you would follow.

OR

Interview retailers to determine the best course of action that should be taken by a consumer who has bought a defective product.

### Roleplay

Divide the class into jury, panel of judges, defendant (retailer) and plaintiff (consumer). Present several common consumer complaints and let the jury decide who is guilty.

Discussion: Discuss the importance/value of a small claims court in the protection of consumers' rights.

Fieldwork: Have each student visit a different shop. Note the different ways the shop influences the consumer to buy. Sketch the lay-out of the shop and indicate (i) the traffic flow, (ii) the location of essential goods e.g. milk.

Report your findings to your class and compare your findings to those of your classmates.

Divide class into two groups.

**GROUP A** list the various techniques used to motivate consumers to buy. Link techniques in order of effectiveness according to students reports .

**GROUP B** Prepare Guidelines for the consumer on what one needs to know and do in order to shop effectively and economically.

### Design and Make

Colour is an important feature in design. Design and make an attractive fruit drink. Design and illustrate a label for the drink.

Devise a company name and a product name for the drink and list its contents.

## **EXEMPLAR TASKS - SOCIAL AND HEALTH STUDIES**

### Discussion

The family is the basic unit round which human society is organised. It means different things to different people. Give examples of (a) nuclear family, (b) extended family.

List some of the influences of the family on the child and give examples of characteristics which create good family relationships.

### Assignments

Child health care in the community is the responsibility of the local authority i.e. Health Boards. List the advantages of good child health facilities.

Research the child-care facilities available in your community.

Carry out a costing exercise on basic equipment for a new baby.

Carry out an investigation on a child's toy. Report your findings.

Your family has been asked to mind a toddler for a week while his/her parents are on holiday. Your task is to plan and prepare the meals for the week. Give reasons for your choice and describe how you went about your research in order to carry out the task successfully.

From the cradle, girls and boys have been conditioned to conform to sexual stereotypes - by their parents, at school and by society. Conduct a class debate "Men and Women are more free to determine how they live their lives today".

### Roleplay

Conflict is a part of life. No two individuals or groups share exactly the same aims or ideas. Use the following hypothetical example.

'My parents think I don't study enough. They complain that I watch too much television'.

Task: Divide the class into groups. Each group decides how to act out a conflict scene using the information given, adding anything to it from their own experience. Suggest other kinds of conflict that may arise and how conflict may be resolved.

### **Discovery Learning**

Write a self-description using the following three headings.

(1) Physical Make-up, (2) Family, (3) Personal Development.

Allow class members to introduce each other giving the relevant information. Class members discuss their similarities and differences in order to understand how these personal qualities make them unique - a one-and-only.

Drugs are vital for curing illness but they can also be a health hazard. Discuss why you think young people sometimes misuse drugs.

Discuss the rules for keeping fit. Decide why each one is important. Individually plan your own programme for getting and staying fit.

Answer the following in not more than two sentences each:

Why do we need to take more exercise now than we did fifty years ago? What serious health problems can be caused by lack of exercise? The three main aspects of fitness are stamina, strength and suppleness. Which of these is the most important and why?

Dental cavities can be caused by eating too many foods with a high sugar content. Carry out a survey within your class/school to check how many foods with a high sugar content are consumed at lunch-time.

Discuss how the situation can be improved.

Plan a campaign to encourage students at your school to eat less high-sugar foods.

Discussion: If there was no T.V., no washing machine, no telephone and no vacuum cleaner in your house, how would it affect the lives of the members of the household?

How would you manage without these resources? How could you improvise without them?

## **EXEMPLAR TASKS**

### Childcare Option

Invite a public health nurse to talk to your class.

### Investigation

Carry out a survey of the birth-weights of class members; compare with average birth-weights.

Design: 'Mobile' for a two year old's room.

### Research

Research educational toys and games - identify development application .

### Assignment/Discussion

Guidelines for selecting. Playschools/Creches

## **EXEMPLAR TASKS – RESOURCE MANAGEMENT**

### **(i) DESIGN**

Imagine you are decorating your ideal bedroom.

- (a) Plan the lay-out.
- (b) Choose the colour scheme.
- (c) Choose the furniture and the soft furnishings.

Use a design brief and apply the design principles.

### **(ii) SURVEY**

Carry out an accident survey among your friends and relations to include (i) the types of accidents that occur most frequently and (ii) the areas of the home where most accidents occur.

The kitchen is the centre of many household activities. Identify ten situations in a kitchen where accidents most commonly occur. Give suggestions that would help your family to become more safety conscious. List the essential contents for a First-Aid Kit.

### **(iii) PROBLEM SOLVING**

Consider your own home. Identify and list the essential electrical items you require.

Find out how much these items will cost. Could any of them be purchased second-hand?

What is a guarantee?

### **Discussion**

Housing needs have been met in a variety of ways over the years. Look at housing in the areas surrounding your school. Describe the different types of shelter you see. Discuss your findings and draw up a list of the needs that are met by the houses in question.



## Survey

Collect pictures of housing from different countries. Discuss the reasons for the different types of housing - climate, materials, money etc. Look at the housing in your area and see if it has changed over time. What are the changes?

### (IV) RESEARCH

Problem-solving: You have been asked to buy a household product you know very little about. How do you go about getting information about this product? List possible sources. Which are the most reliable products? Why?

Examine any equipment/food/furniture/clothing in your home/classroom for any 'Seals of Approval' or Quality Marks. Sketch the symbols and research the information indicated by the seal. What agency awards the seal?

### (v) BRAIN-STORMING

Brainstorm class on various types of resources using own family situations. List the resources of the average family. Divide into human and non-human (material).

Rank your family resources in order of importance.

### (vi) DESIGN BRIEF

The class has been asked to make a gift for presentation at a forthcoming event. Design/devise a gift which could be made without too much cost. (This type of task could be in the food, textile or craft module).

Draw a triangle, each point representing one resource - time, energy, money. When one resource is absent how might the remaining two be used to achieve a goal. Apply to various tasks within the home.

Discussion: Each home has a limited amount of human and material resources.

Through good management family members have a chance to achieve some of their goals. Evaluation of plans helps people to lead more effective lives - to achieve their goals.

Do you agree? Discuss this statement.

### Investigation

Investigate methods that you and your family could use in order to reduce the amount of refuse produced. How could it be disposed of in a more environment friendly way?

## **EXEMPLAR TASKS - TEXTILES**

### Using an investigative approach

- (a) Choose an item of clothing
- (b) Trace the fashion changes that have taken place in that item over the last two decades
- (c) Present your findings to the rest of the class
- (d) Discuss the changes and why you think these changes have occurred over the years

### Using class discussion to find out the following

- (a) The reasons why you buy clothes.
- (b) Influences of 'fashion setters'.

Collect photographs or articles on current fashion setters for the trendy teenager. What fashion trends have they started? Have they influenced your mode of dress?

### Case Study - Advertisement

Look at 3 advertisements for fashion.

- (a) What information do you gain from these advertisements.
- (b) Who do you think they are aimed at?
- (c) Why do they catch your eye?
- (d) Would they persuade you to buy the clothes?

### Design

Design an outfit for a teenager e.g. an alternative school uniform using the design brief as your plan of action.

The following questions should help you decide your plan.

1. What is your task?
2. Make a list of the things you need to think about before you can design the outfit.
3. Where will you get the information from to help you?
4. Draw up a plan of action to show what you'll do and when.

5. Carry out your plan of action.
6. Draw your designs.
7. Give reasons for your choice of designs.
8. Evaluate your work.

### Brainstorming

Identify the areas where textiles are used in the home.

1. Make a list.
2. Are there any items on the list that you would really miss if you did not have them?
3. Divide your list into two - needs/wants.

**TASK:** Find out what furnishings were like in your parents' and grandparents' day.  
Discuss your findings with the rest of your class.

### Discussion

What is meant by the word properties?

Make a list of the fabric properties.

Why are these properties important?

Collect as many different fabric samples as you can (natural and man- made).

Describe the properties of each of the fabrics.

What are the properties of a fabric which make them suitable for a particular purpose.

### Design Brief

What sort of household articles could a beginner make using a sewing machine? Sketch a suitable article and label the diagram to show any special features you would include in your choice giving aesthetic/functional reasons.

### Design Brief

Design an item of clothing for summer wear.

The following guidelines apply as constraints:

- |                     |   |                            |
|---------------------|---|----------------------------|
| Amount of fabric    | = | 1 metre                    |
| Cost of fabric      | = | £3                         |
| Scope of the design | = | a fashion top e.g. T-shirt |

## **9. USEFUL ADDRESSES**

BORD IASCAIGH MHARA (B. I. M.)

Crofton Road,  
Dún Laoghaire,  
Co. Dublin.

Phone: 01-2841544

Consumer and Nutrition Information.

Recipes, Videos, Leaflets.

BORD GAIS EIREANN

D'Olier Street,  
Dublin I.  
Phone: 01-6797822

Consumer advice, leaflets, posters and videos.

(CBF) THE MEAT CENTRE

Clanwilliam Court,  
Lower Mount Street,  
Dublin 2.

Phone: 01-685155

Free information and advice including dietary information. Demonstrations and courses held regularly at the centre and nationwide through a team of consumer advisers. Recipe leaflets, cookery books, posters and cuts chart. Videos. CBF students of the year competition.

ELECTRICITY SUPPLY BOARD (E.S.B.)

Fleet Street, Dublin 2.  
Phone: 01-772961

Cooker leasing scheme.

Cookery/energy efficient competition. Lectures on domestic appliances, safety in the home, getting the most from electricity. Visit to E.S.B. shops. Visits to generation stations. Leaflets, posters, videos. Sponsors of "Understanding electricity services".

FRESH FRUIT AND VEGETABLE INFORMATION CENTRE

22 Merrion Square, Dublin 2.  
Phone 01-614105

Posters: "Fresh fruit and vegetables"  
"What have you got in your lunchbox?"  
Leaflet: Energetic Eating  
Recipes: General nutritional information

(ENFO) ENVIRONMENTAL INFORMATION SERVICE

17 St. Andrew Street,  
Dublin 2.

Phone: 01-6793144

Leaflets, Consumer Advice.

CONSUMER AFFAIRS AND FAIR TRADE

Shelbourne House, Shelbourne Road,  
Dublin 4.

Phone: 01-606011

CONSUMER CHOICE MAGAZINE

45 Upper Mount Street,  
Dublin 2. Phone: 01-686836

THE HEALTH PROMOTION UNIT

Department of Health,  
Hawkins House,  
Dublin 2.  
Phone: 01-714711

NATIONAL DAIRY COUNCIL (N.D.C.)

GrattanHouse,  
Mount Street,  
Dublin 2.

Phone: 01-619599  
Freephone: 1800-234555

NATIONAL FOOD CENTRE (Teagasc)

Dunsinea,  
Castleknock,  
Dublin 15.

Phone: 01-383222

THE DENTAL COUNCIL

57 Merrion Square,  
Dublin 2.

Phone: 01-762226

THE NATIONAL SAFETY COUNCIL

4 Northbrook Road,  
Dublin 6.

Phone: 01- 963422