



An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers



## Home Economics Workshop 2017-2018

[www.jct.ie](http://www.jct.ie)



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## Junior Cycle Home Economics



In Home Economics, what do you want for your students?

Log onto [www.menti.com](http://www.menti.com)

## Vision of Junior Cycle

*“Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.”*

*(Towards a Framework for Junior Cycle, NCCA.2011, p.9)*



**My Vision for Home Economics in Junior Cycle**

# Junior Cycle Home Economics: Rationale and Aim

## Rationale

The central focus of home economics as a field of study is achieving optimal, healthy and sustainable living for individuals, families and society. Individuals and families in every society are continually faced with new and emergent issues that can impact on their wellbeing. Such issues include concerns relating to food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing.

In home economics, students learn how to address these practical, real-world, perennial problems of individuals, families, households and society in socially responsible ways. Practical perennial problems or concerns are endured from generation to generation by families and require critical decision-making skills to resolve them. Home economics education uses a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living. Home economics draws on diverse disciplines integrating social, physical and human sciences. It strives to solve everyday challenges using a blend of knowledge and skills acquired from multiple disciplines. Home economics education develops students' essential lifeskills and personal independence. It supports the development of students who are critical, creative thinkers and encourages students to be problem-solvers capable of making ethically and socially responsible decisions.

## Aim

Home economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. Home economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

*(Junior Cycle Home Economics Specification)*

## Notes

# Junior Cycle Home Economics: Glossary of Home Economics Terms

This glossary is designed to clarify the terminology as used in the Junior Cycle Home Economics specification to enable teachers and students to understand how the terms are interpreted and applied.

Term	Interpretation
<b>Design brief process</b>	An open brief is used to outline the requirements of a particular task. The DBP is ideally cyclical and reflective and may involve the following stages: defining the problem/task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the design; production of product; evaluation.
<b>Food literacy</b>	Food literacy involves the inter-related knowledge, skills, attitudes and behaviours which are required to plan, prepare and cook food.
<b>Practical perennial problems</b>	Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve.
<b>Systems approach</b>	A systems approach looks at the interrelatedness of contexts and no one situation in isolation. It considers multiple contexts affecting the complexities of life and family life in the twenty-first century.
<b>Food skills</b>	Food skills refers to the broad range of knowledge and skills applied during the planning, preparation, implementation and evaluation of a meal/dish/product.
<b>Diet-related diseases</b>	Diet-related diseases (or nutrition-related chronic diseases) are diseases that may result from dietary intake that deviates from population dietary recommendations. These include chronic diseases such as obesity, diabetes, cardiovascular disease, osteoporosis and dental disease.
<b>Special dietary consideration</b>	Although there is no legal definition, people with 'special dietary considerations' would include those who are advised to, or choose to deviate from population dietary recommendations. This could be for both medical (e.g. coeliac disease, food allergies, food intolerance, inflammatory bowel disease) and non-medical reasons (e.g. vegetarian diets, religious or cultural reasons).

*(Junior Cycle Home Economics Specification)*

## Junior Cycle Home Economics: Statements of Learning

The statement	Examples of relevant learning
<b>SOL 9:</b> The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.	Students will reflect on and analyse the impacts of products and processes in the home on people, society and environments.
<b>SOL 10:</b> The student has the awareness, knowledge, skills, values and motivation to live sustainably.	Students will develop their critical thinking and decision making skills in order to live a sustainable and responsible way of life.
<b>SOL 11:</b> The student takes action to safeguard and promote her/his wellbeing and that of others.	Students will make informed decisions that impact his/her health, wellbeing and safety and that of others.
<b>SOL 13:</b> The student understands the importance of food and diet in making healthy lifestyle choices.	Students will develop their food and health literacy skills so that they make positive lifestyle choices for themselves as individuals as well as within their families and society.
<b>SOL 14:</b> The student makes informed financial decisions and develops good consumer skills.	Students will develop their skills as discerning consumers and demonstrate consumer competency when managing financial resources in the home.
<b>SOL 22:</b> The student takes initiative, is innovative and develops entrepreneurial skills.	Students will develop their entrepreneurial skills as they seek to be innovative in dealing with life's challenges and opportunities.
<b>SOL 23:</b> The student brings an idea from conception to realisation	Students will apply the design brief process in textiles and food to take an idea from concept to realisation.

*(Junior Cycle Home Economics Specification)*

# Junior Cycle Framework: The Key Skills



*(Junior Cycle Home Economics Specification)*

## Opportunities for embedding Key Skills in Home Economics



# Junior Cycle Home Economics: Course Overview - The Strands

## **Strand 1: Food, Health and Culinary Skills**

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; food waste.

## **Strand 2: Responsible Family Living**

This strand facilitates students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

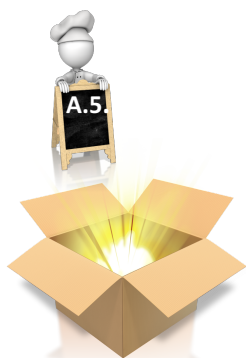
## **Strand 3: Textiles and Craft**

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textile. Students will apply the design brief process in designing and making a textile item for an individual or the home.

*(Junior Cycle Home Economics Specification)*



# Junior Cycle Home Economics: Course Overview - The Elements



## **Individual and Family Empowerment**

Across the strands, the learning outcomes in this element focus on a systems approach to individual and family empowerment. Students develop practical lifeskills that can be adapted to address practical, real world, perennial problems or concerns in everyday contexts in the home, family and society. They are facilitated to develop as critical, creative thinkers and problem solvers able to make informed decisions to achieve optimal, healthy and sustainable living for individuals, households, families and society.

## **Health and Wellbeing**

This element focuses on developing students' knowledge, skills and understanding to make informed decisions that positively impact on their health and wellbeing of themselves as individuals as well as within their families. Across each of the three strands students are facilitated, using a systems approach, to address new and emergent practical concerns that can impact on the wellbeing of individuals, families and society.

## **Sustainable and Responsible Living**

Across the strands, the learning outcomes in this element facilitate students to develop as future- oriented thinkers and environmentally-conscious citizens, committed to a sustainable and responsible way of life. Developing students' self-efficacy, critical reflection and discernment in the choice and use of resources in the home; in technological change; in environmental issues and the impact of these on resource management in the home and in personal consumption for everyday living underpin the learning outcomes in this element across each of the three strands.

## **Consumer Competence**

This element focuses on developing students who have the knowledge, skills and understanding to make informed and discerning consumer choices that affect individuals, families and households in contemporary society. Students develop the essential lifeskills to become active, adaptable, consumer literate citizens able to apply effective decision making skills in everyday contexts.

*(Junior Cycle Home Economics Specification)*

# Junior Cycle Home Economics: Learning Outcomes



**Two things I know about Learning Outcomes**

**1**

**2**

**One thing I would like to find out about Learning Outcomes**

**1**

**Notes**

# Junior Cycle Home Economics: Learning Outcomes – Strand 1

## Strand 1: Food, Health and Culinary skills

### Brief overview of strand

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

Elements	Learning Outcomes
	Students should be able to:
Individual and Family Empowerment	1.1 identify the factors that affect personal food choices 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family 1.7 use available technology for food planning and preparation
Health and Wellbeing	1.8 discuss the elements of a healthy lifestyle 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing 1.10 explain the role of the nutrients in contributing to a healthy balanced diet 1.11 describe the basic structure and basic functions of the digestive system 1.12 investigate the nutritional requirements at each stage of the lifecycle 1.13 plan and prepare meals for individuals with diet-related diseases 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals
Sustainable and Responsible Living	1.15 investigate the impact of their food choices from an ecological and ethical perspective 1.16 apply sustainable practices to the selection and management of food and material resources
Consumer Competence	1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product 1.18 evaluate commercial and homemade food products 1.19 interpret the information found on a variety of food products using front- and back-of-pack food labels

# Junior Cycle Home Economics: Learning Outcomes – Strand 2

## Strand 2: Responsible Family Living

### Brief overview of strand

This strand facilitates students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing home environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

Elements	Learning Outcomes
	Students should be able to:
Individual and Family Empowerment	2.1 discuss the different forms of the family 2.2 explore the roles and responsibilities of the family 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families
Health and Wellbeing	2.4 discuss the requirements of a safe and nurturing home environment 2.5 assess the importance of making informed and responsible decisions in everyday life 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home
Sustainable and Responsible Living	2.7 identify how individuals, families and households can contribute to sustainable and responsible living 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation 2.9 explore the influence of technology on the management of personal, family and household resources
Consumer Competence	2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living 2.11 debate consumers' rights and responsibilities 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living

# Junior Cycle Home Economics: Learning Outcomes – Strand 3

## Strand 3: Textiles and Craft

### Brief overview of strand

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textile. Students will apply the design brief process in designing and making a textile item for an individual or the home.

*For the purposes of the learning outcomes and assessment in this specification the term 'textile item' encompasses all textile-based crafts for an individual and the home.*

Elements	Learning Outcomes
	Students should be able to:
Individual and Family Empowerment	3.1 demonstrate basic hand and machine sewing techniques 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way 3.4 demonstrate fabric embellishment techniques
Health and Wellbeing	3.5 appreciate the therapeutic and leisure role of participating in textile work
Sustainable and Responsible Living	3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled 3.7 evaluate textile care procedures used in the home from an environmental perspective 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations
Consumer Competence	3.9 apply their knowledge of textile care symbols

*(Junior Cycle Home Economics Specification)*



## Experiencing the Learning

**The Cube:** Having discussed the information on the cube, choose one snack from each of the four types of snacks explored and explain why you chose it.

Types of snacks	Chosen snack	Explain why you chose this snack
Cereal bar		
Yoghurt		
Cheese		
Smoothie		
Other		

**Complete the survey and discuss the results**

**Notes:**

# Home Economics: Action Verbs

## Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

## Apply

select and use information and/or knowledge and understanding to explain a given situation or real circumstances

## Appreciate

recognise the meaning of, have a practical understanding of

## Assess

judge, evaluate or estimate the nature, ability, or quality of something

## Classify

group things based on common characteristics

## Compare

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

## Complete

finish making or doing; bring to a successful conclusion

## Conduct

organise and carry out

## Consider

describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

## Construct

develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

## Convert

change to another form

## Create

to make or bring into existence something new

## Debate

argue about a subject, especially in a formal manner

## Demonstrate

prove or make clear by reasoning or evidence, illustrating with examples or practical application

## Describe

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

## Develop

progress or improve to become more mature, advanced, or elaborate

## Devise

plan, create or formulate a procedure or system by careful thought

## Determine

ascertain or establish exactly by research or calculation

## Differentiate

recognise or ascertain what makes something different

## Discuss

offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

**Distinguish**

make the differences between two or more concepts or items clear

**Evaluate (data)**

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

**Evaluate (ethical judgement)**

collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

**Explain**

give a detailed account including reasons or causes

**Examine**

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

**Explore**

systematically look into something closely; to scrutinise or probe

**Identify**

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

**Investigate**

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

**Interpret**

use knowledge and understanding to recognise trends and draw conclusions from given information

**Justify**

give valid reasons or evidence to support an answer or conclusion

**Prepare**

make something ready for use or presentation

**Present**

promote or propose an idea; deliver or illustrate evidence; show something for others to examine

**Propose**

put forward a plan or suggestion for consideration

**Recommend**

put forward something with approval as being suitable for a particular purpose

**Recognise**

identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

**Relate**

associate, giving reasons

**State**

provide a concise statement with little or no supporting argument

**Suggest**

propose a solution, hypothesis or other possible answer

**Understand**

have and apply a well-organised body of knowledge

**Use**

apply knowledge or rules to put theory into practice

**Verify**

give evidence to support the truth of a statement



## Junior Cycle Framework: New Terminology

<b>Specification</b>	A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to particular statements of learning and key skills.
<b>Classroom-Based Assessment: CBA</b>	Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable.
<b>Subject Learning and Assessment Review meeting SLAR</b>	Following the completion of a Classroom-Based Assessment, teachers will engage in review meetings, where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.
<b>Junior Cycle Profile of Achievement JCPA</b>	The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.
<b>Learning Outcomes</b>	Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.
<b>Learning Intentions</b>	A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

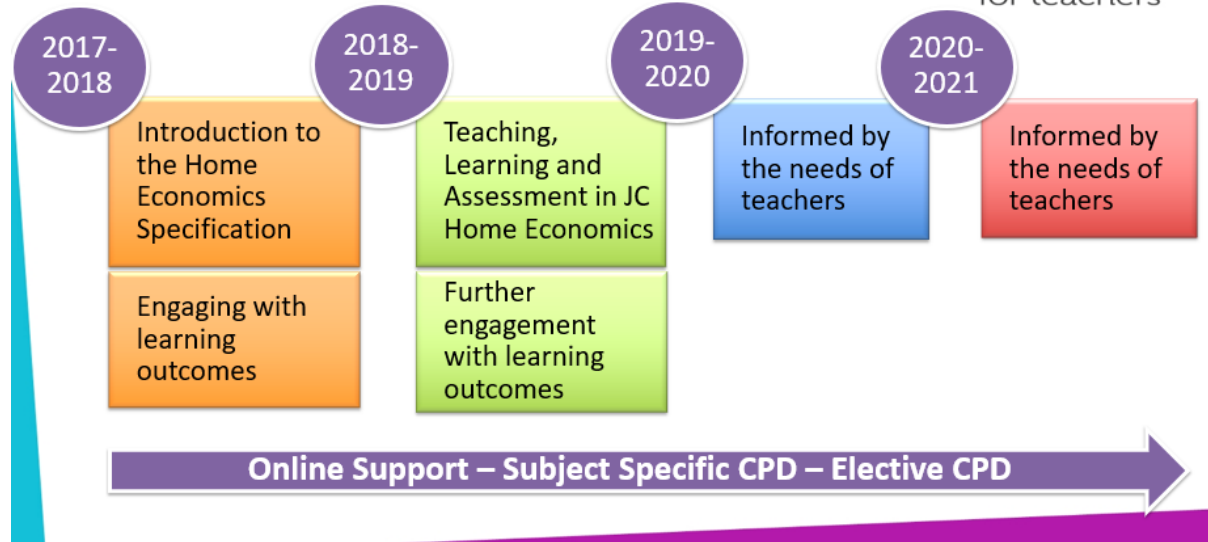
*(Junior Cycle Home Economics Specification)*

# Junior Cycle Home Economics Support



## CPD Support

An tSraith Shóisearach do Mhúinteoirí  
**JuniorCYCLE**  
for teachers



## Notes

# Notes

An tSraith Shóisearach do Mhúinteoirí

# JuniorCYCLE

for teachers

## Contact Details:

### Administrative Office:

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Armagh Road,  
Monaghan.

[www.metc.ie](http://www.metc.ie)

### Directors Office:

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### Useful Websites:

[www.jct.ie](http://www.jct.ie)

[www.juniorcycle.ie](http://www.juniorcycle.ie)

[www.curriculumonline.ie](http://www.curriculumonline.ie)

[www.jctregistration.ie](http://www.jctregistration.ie)

[www.ncca.ie](http://www.ncca.ie)

[www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)

**Our hopes for you on your return to school...**