

Home Economics

Junior Cycle

HomeSchool.ie
ONLINE GRINDS



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Subject : Junior Cycle Home Economics

LESSON 1:

Introduction to Home Economics and Cbas

Learning intentions

In this class we will cover the following:

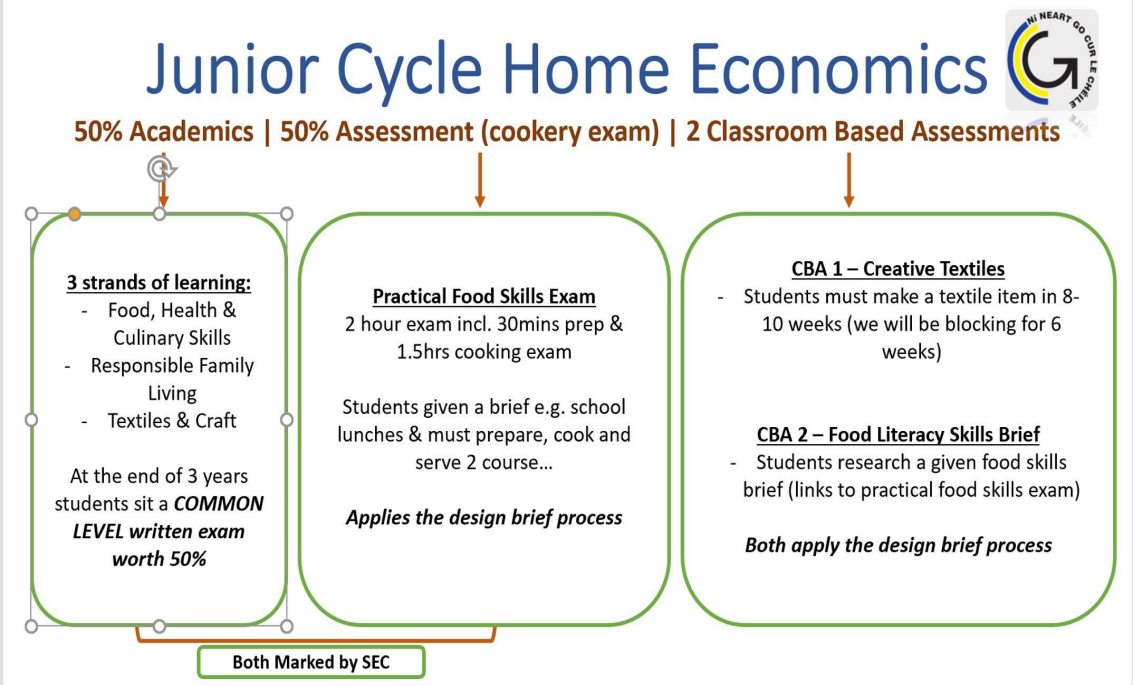
- What is involved in a CBA
- What is involved in a cooking practical exam
- Discuss the 3 strands in junior cycle Home Economics
- Explain what is Home Economics
- Investigate CBA 1 and CBA 2

Activity 1.1 What is home economics?

- Home Economics combines aspects of science, nutrition, cooking, parenting skills and finance.
- Students learn about the inter-relationships between diet, health, family, home and choice and the management of resources.

How does home economics help students?

- What's really in the food we eat everyday;
- How to plan and cook nutritious and economical meals;
- How to choose the best food for themselves and their family;
- The importance of good nutrition and health; and
- The role of the consumer in modern eating patterns.



What content is covered in junior cycle home economics?

Strand 1	Strand 2	Strand 3
▫ Food Choices ▫ Meal Planning & Budgeting ▫ Human Nutrition Diet & Health ▫ Stages in the Life Cycle ▫ Home Economics Protocols ▫ Food Technology ▫ Human Digestion ▫ Food Sustainability ▫ Food Literacy ▫ Food Processing	▫ The Family ▫ Family in Society ▫ Relationships & Effective Communication ▫ The Importance of Home ▫ Decision Making Process ▫ Interior Design & Room Planning Environmental Awareness ▫ Sustainable Consumerism - Law & Legislation ▫ Management of Household Resources & Financial Literacy	▫ Hand Sewing Guidelines & Skills ▫ Design Brief ▫ The Sewing Machine ▫ Fabric Embellishment ▫ Hand Embroidery & Applique ▫ Sustainable Textiles ▫ Upcycling ▫ Fashion Trends ▫ Textile Care

Cba 1- creative textiles

1. **Make a textile item for an individual or the home**

OR

2. **Recycle or upcycle a textile item for an individual or the home**

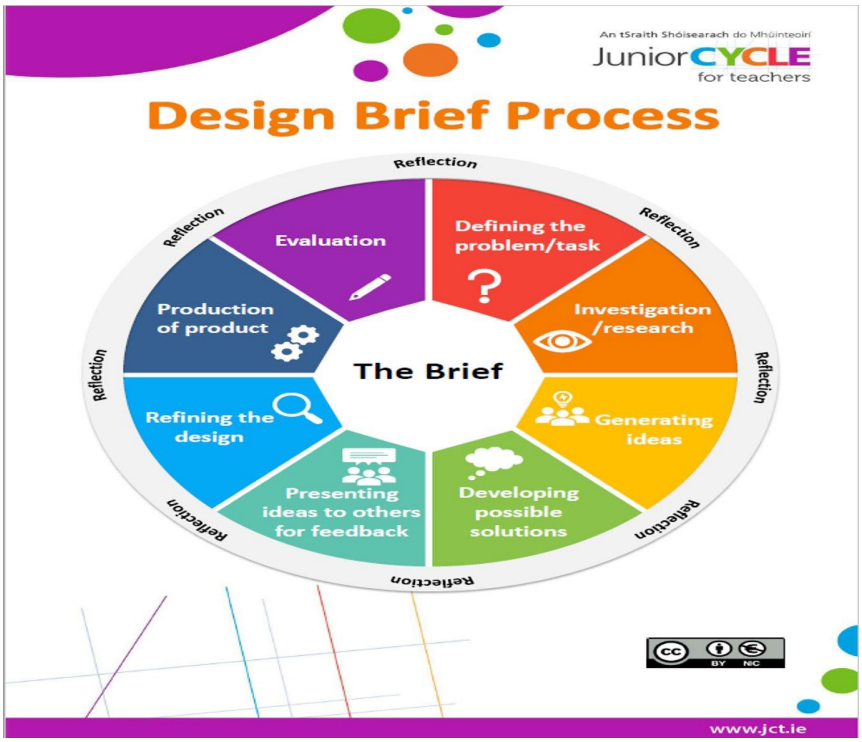
Cba 2- food literacy skills brief

Demonstrate culinary and creative food literacy skills and nutritional knowledge by researching, analysing and planning of a food literacy skills brief for everyday living & will be directly linked to the Practical Food Skills examination.

How will my cba be graded?

Exceptional	Above Expectations	In Line With Expectations	Yet To Meet Expectations
Describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment to a "very high standard". While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	The Food Literacy Skills Brief and reflection are to "a high standard".	The Food Literacy Skills Brief and reflection are of "good standard".	The Food Literacy Skills Brief and reflection are "missing some important parts."

Headings to include in your cba



Factors to consider (cba 1)

- **Skills** – what are my skill levels. Do I need to learn new stitches. Will I need to use the sewing machine for my project?
- **Textiles** – what kind of fabric will I use? Can I recycle fabric that I already have?
- **Colour scheme** – what colours do I want to use to appeal to the person I am making my project for.
- What equipment will I need for my project?
- **Cost** – how much do I want to spend for this project?

Presenting ideas to each other

- Share your ideas with your class mates
- Ask them for honest feedback
- Do they think your chosen design meets the brief? If so why? If not why?

CBA 2
Analysis Of The Briefs

- Read the first few sentences of the brief.
- Research as much as you can about your brief online or in your home economics books and write your findings in here.

Example for brief 1 (sustainable practice):

- Define sustainable practices and eco-friendly practices. write down a list of eco-friendly choices e.g. turn off water when brushing your teeth to save water. Have a shower instead of a bath to save water. Turn off lights when leaving a room. Air dry your clothes instead of using a tumble drier. Have a look and see if you can find statistics in relation to different eco-friendly choices you choose.
- Research sustainable practices when choosing food and when using food.

Brief 2 (Nutritional Requirements At Each Stage Of The Lifecycle):

Go through each stage of the lifecycle and write down what nutrients each stage of people in the lifecycle need. State the nutrient, the type, the function of the nutrient, the RDA of that nutrient. E.G. a child needs HBV protein for growth and repair of cells. The RDA of protein for a growing child is……Be very specific e.g. pregnant and lactating women need folic acid to prevent neural tube defects.

Then you are stating what stage of the lifecycle you are focusing on:

- Write down the nutritional requirements of this group.
- Be even more specific than what you have previously written above.
- This is where you will pick up your marks.
- Look up some statistics here. Does this age group always get enough protein? How many people do not eat enough starch or cellulose in this age group.
- Go through each of the types of nutrients and include them e.g. Group= Carbohydrates, therefore you must talk about sugars, starches and dietary fibre.
- Why might the nutritional needs vary for this group in comparison to other groups?
- What should this group avoid? Why?

Brief 3 (diet related diseases)

Write down a list of diet related diseases.

Explain your understanding of the food pyramid.

What are the most common and least common diet related diseases?

Look up facts/ statistics on different diet related diseases.

Choose a diet related disease and write down as much information about this as possible.